



Government of Western Australia
Department of Training
and Workforce Development



Qualifications Register for WA Secondary Students

**VOCATIONAL
EDUCATION &
TRAINING**

2023 SCHOOL YEAR

Produced by the Western Australian Department of Training and Workforce Development
Current as at 28 March 2022

For further information please contact VET.Schools@dtwd.wa.gov.au

W: dtwd.wa.gov.au
jobsandskills.wa.gov.au

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INTRODUCTION

The *VET qualifications register for secondary students* provides schools and registered training organisations (RTOs) with industry advice to guide the selection and delivery of qualifications to secondary students. This advice is provided to enable schools, RTOs and parents to help students choose industry supported qualifications and delivery options which are more likely to lead to successful outcomes, including completing qualifications and effectively transitioning into further training or employment.

The register is of an advisory nature only and needs to be considered alongside training package, accredited course, regulatory and licensing requirements. It is updated annually to maintain currency.

The register includes:

- industry advice to inform and guide qualification/delivery option selection and delivery practices. This advice was provided by the Western Australian industry training councils¹ and complements training package/accredited course requirements; and
- key mandatory training package/accredited course assessment requirements and regulatory and licensing requirements to help schools and RTOs to determine their capability and capacity to deliver and assess a qualification.

Acronyms used in the register

| | | | |
|----------|--|------|--|
| ACSF | Australian Core Skills Framework | SBA | School-based apprenticeship |
| AQF | Australian Qualifications Framework | SBT | School-based traineeship |
| DTWD | Department of Training and Workforce Development | SCSA | School Curriculum and Standards Authority |
| IBT | Institutional-based training | STEM | Science, technology, engineering and mathematics |
| ICT | Information and communications technology | VET | Vocational education and training |
| PATiS | Pre-apprenticeships/pre-traineeships in schools | VIS | SCSA VET industry specific course |
| Register | VET qualifications register for secondary students | WACE | Western Australian Certificate of Education |
| RTO | Registered training organisation | | |

Qualifications listed in the register are current as at 28 March 2022.

¹ The Western Australian Local Government Association, Public Sector Commission and Department of Justice provided advice on the public sector qualifications.

DELIVERING VET TO SECONDARY STUDENTS

Schools and RTOs delivering vocational education and training (VET) must comply with the *Standards for RTOs 2015* (the Standards).

Standards for RTOs 2015

The Standards ensure delivery and assessment practices meet training package/accredited course requirements and the outcomes have integrity for employment or further study. The Standards specify that trainers and assessors must comply with training packages, accredited courses and all other requirements, including the Australian Qualifications Framework (AQF).

Trainers and assessors

The Standards specify that trainers and assessors must have the relevant training and assessment credentials as well as:

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning.

Training packages/accredited courses

Requirements are specified in relation to assessment, simulated assessment environments and resources and facilities.

Assessment requirements

Each unit of competency/module outlines the assessment requirements to make a determination of competency including performance evidence, knowledge evidence and assessment conditions. Competency has to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace. Assessor and workplace assessment requirements may also be specified.

Simulated assessment environments

Simulated assessment environments must provide opportunities for students to complete or deal with a task, activity or problem in an off-the-job situation that genuinely replicates the workplace context.

Resources and facilities

Students must have access to suitable resources and facilities to ensure all training is delivered to the current industry standard.

Volume of learning

The amount of learning for a VET qualification must be consistent with the AQF³ volume of learning indicators (see table 1). The volume of learning includes formal learning activities, such as classes, workplace learning and assessments; as well as the time students have to practice skills, reflect on their learning and absorb the knowledge required in their own time. Volume of learning is measured in equivalent full time years, with 1,200 hours being equivalent to one year.

| Table 1: AQF volume of learning indicators for certificate level courses ² | | | |
|---|-------------------|---------------------|--------------------|
| Certificate I | Certificate II | Certificate III | Certificate IV |
| 6 months – 1 year | 6 months – 1 year | 1 – 2 years | 6 months – 2 years |
| 600 – 1,200 hours | 600 – 1,200 hours | 1,200 – 2,400 hours | 600 – 2,400 hours |

² The AQF describes qualification levels and their learning outcomes for all regulated and nationally recognised qualifications in Australia.

³ Variations may occur between short duration specialist qualifications and longer duration qualifications designed as entry level requirements for work. Source: asqa.gov.au.

Further information

For further information on:

- training package requirements, go to training.gov.au;
- regulatory requirements, including transition and teach out provisions, go to tac.wa.gov.au or asqa.gov.au;
- *Standards for RTOs 2015*, go to legislation.gov.au, tac.wa.gov.au or asqa.gov.au; and
- AQF, go to aqf.edu.au.

COVID PROTOCOLS AND WORK PLACEMENTS

Student work placements and simulated work placements must follow any applicable public health restrictions. To ensure student work placement sites comply with WA COVID-19 health guidelines, schools should:

- consult with the RTO to identify any if there are specific requirements for the work placement;
- conduct work placement risk assessments to ensure employers comply with any mandatory requirements; and
- confirm whether any mandatory workplace vaccination requirements are applicable to the setting.

Students aged 16 and above may be required to show proof of vaccination to visit some high risk settings, or to commence their work placement.

For further information regarding WA COVID requirements, please visit: [COVID-19 coronavirus: Business tools and information \(www.wa.gov.au\)](https://www.wa.gov.au).

DELIVERY OPTIONS

The delivery options for qualifications delivered to secondary students include the following.

Institutional-based training (IBT)

IBT enables students to undertake a nationally recognised qualification without a formal employment arrangement. It can be delivered through:

- RTO delivery – all delivery and assessment is conducted by an RTO; or
- auspiced delivery – school teachers usually deliver and assess the training and a partner RTO quality assures the delivery and assessment and issues the appropriate certificate. RTOs and teachers delivering VET through an auspiced arrangement must comply with the *Standards for RTOs 2015*.

DTWD pre-apprenticeships/pre-traineeships in schools (PATiS)

PATiS are Certificate II programs which provide a pathway from school to related traineeships and apprenticeships. Full time students attend school, train at an RTO and are linked to an employer for work placement. The RTO coordinates the work placement in partnership with the school. PATiS programs may contribute to the WACE workplace learning requirements.

SCSA VET industry specific (VIS) courses

SCSA VIS courses package a VET qualification with mandatory workplace learning and may contribute to the WACE requirements. They are delivered under auspicings arrangements or by an RTO. The availability of a qualification as a SCSA VIS course is indicated in the industry advice section of the register.

School-based apprenticeships/school-based traineeships (SBA/SBT)

SBAs and SBTs are paid employment-based training programs for full time school students who are generally 15 years of age and over. To be an SBA/SBT, a student must enter into a training contract with an employer with their school's agreement. Under these arrangements a student is both a full time school student and a part time employee. Completed units of competency of the SBA/SBT are included on the student's WACE.


Further information

For further information on:

- SBAs, SBTs and PATiS, go to dtwd.wa.gov.au/training-providers-and-schools/vet-schools; and
- SCSA VIS courses, go to scsa.wa.edu.au.

HOW TO USE THE REGISTER

The register is arranged in alphabetical order by industry area. Within each industry area, qualifications are listed by qualification level and then alphabetical order. The following information is provided for each qualification, as per the example provided below.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| MEM20105 | Certificate II in Engineering  | This qualification develops the employability and technical skills required to pursue an apprenticeship in an engineering trade. | Yes | Yes | No | Yes | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported via SBT, DTWD-funded PATIS or SCSA VIS course as this is a trade pathway qualification. These pathways require students to complete quality and relevant work placements in suitably equipped and staffed engineering settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade qualified trainer to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement.</p> <p>If this qualification cannot be undertaken via SBT, DTWD-funded PATIS or SCSA VIS course, industry recommends MEM20413 <i>Certificate II in Engineering Pathways</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency must include assessment evidence of performance in a productive work environment where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units.</p> <p>All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency.</p> |

Qualification code, title and outline

The national qualification code, title and outline are provided for each qualification. It is important that schools check that partnering RTOs have the latest version of the qualification on their scope of delivery⁴. Students commencing a qualification should be enrolled in the most current version of the qualification as listed on training.gov.au.



This icon indicates that the qualification contains units of competency that develop science, technology, engineering and mathematics (STEM) skills.

Available delivery options

The available delivery options for a qualification are indicated. Options include:

- IBT — institution-based training;
- PATIS — pre-apprenticeships/pre-traineeships in schools;
- SBA — school-based apprenticeship; and
- SBT — school-based traineeship.

⁴ To identify the qualifications an RTO is scoped/approved to deliver go to training.gov.au, enter the RTO's name into the quick search facility then select the 'Scope' tab.

Coloured flags

Each qualification is assigned a coloured flag based on industry's support for the available delivery options, as follows.

| | |
|--|--|
| Green flag qualifications | All available delivery options are supported, subject to industry advice. Please read all associated advice for specific requirements related to delivery and assessment. |
| Orange flag qualifications | Not all delivery options are supported, or industry has concerns about a delivery option. For example, IBT is not supported or auspicing is considered high risk. Please read all associated advice for specific requirements related to delivery and assessment. |
| Red flag qualifications Not supported for delivery to secondary students | These qualifications are not industry supported for delivery to secondary students because they are: <ul style="list-style-type: none">• at a level which requires substantial and relevant industry experience that generally cannot be achieved through a VET program delivered to secondary students;• unsuitable due to the nature of the qualification and/or industry environment; and/or• have regulatory/licensing requirements that may prevent delivery. |

Note: Where industry advice is not available, no flag colour has been allocated.

Industry advice

Auspicing advice

Industry **only** supports auspicing when all the mandatory requirements and industry recommendations for delivery can be met. These include, but are not limited to:

- having qualified trainers and assessors with current industry experience;
- meeting volume of learning requirements;
- providing students with access to industry-current equipment, facilities and training resources that accurately reflect the conditions and performance of a real workplace setting; and
- where applicable, providing students with quality and relevant work placements.

The following information may also be provided in the auspicing advice column.

- High risk – indicates that industry considers schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements.
- Where auspicing advice is not applicable this is indicated by:
 - N/A – Qualification cannot be auspiced (for example, it can only be delivered via an SBA);
 - N/A – IBT is not supported: Industry does not support IBT delivery either by an RTO or under an auspicing arrangement; or
 - N/A – Qualification delivery is not supported: Industry does not support delivery of the qualification to secondary students.

Where applicable, further advice is provided by industry in relation to:

- an industry preferred qualification or delivery option;
- the availability of a qualification as a SCSA VIS course (note: mandatory workplace learning is required);
- why delivery options are not supported or are high risk;
- any condition(s) which industry recommends to meet industry standards; and/or
- key attributes required and/or aspects of job roles that should be considered.

Training package/accredited course and regulatory/licensing requirements to note

Where applicable, a brief summary is provided on:





- key mandatory assessment requirements for all or some of the core units of competency⁵; and
- regulatory and/or licensing requirements.

⁵ Please refer to the training package/accredited course for all assessment requirements for core and elective units/modules.

QUALIFICATIONS BY INDUSTRY AREA

Aeroskills

For further information on the aeroskills industry, go to ueea.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| MEA20418 | Certificate II in Aeroskills  | This qualification develops the knowledge and skills to repair and overhaul a limited range of aircraft components or perform simple repairs on some structural components. | Yes | Yes | No | Yes | | It is strongly recommended that delivery is undertaken by a trade qualified trainer, to ensure students are trained in current industry practices and standards. | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| MEA40618 | Certificate IV in Aeroskills (Avionics)  | This qualification develops the knowledge and skills to perform scheduled inspections, fault diagnosis, repair and modify aircraft electrical, instrument and radio systems and components. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| MEA40718 | Certificate IV in Aeroskills (Mechanical)  | This qualification develops the knowledge and skills to perform scheduled inspections, fault diagnosis, repair and modify airframes and aircraft engines, including propellers. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| MEA41318 | Certificate IV in Aeroskills (Structures)  | This qualification develops the knowledge and skills to repair and modify aircraft structures. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |





Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

Agriculture/Horticulture




For further information on the agriculture/horticulture industry, go to ffttrainingcouncil.com.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| AHC10216 | Certificate I in AgriFood Operations  | This qualification develops entry level knowledge and skills to prepare for work and training in the agriculture, horticulture and conservation and land management industry sectors. | Yes | No | No | No | | Industry's preferred qualification level for secondary students is Certificate II. This qualification is also available as a SCSA VIS course. This qualification does not have direct employment outcomes. Industry recommends schools consider AHC21216 <i>Certificate II in Rural Operations</i> , which includes generic elements of agricultural industry training. | |
| AHC10120 | Certificate I in Conservation and Ecosystem Management  | This qualification develops entry level knowledge and skills to prepare for work and training in conservation and land management. | Yes | No | No | No | | Industry's preferred qualification level for secondary students is Certificate II. This qualification is unlikely to have direct employment outcomes. Industry recommends schools consider AHC21020 <i>Certificate II in Conservation and Ecosystem Management</i> . | Assessment in a workplace and/or simulated environment that reflects performance in a real workplace setting is required. |
| AHC10316 | Certificate I in Horticulture  | This qualification develops entry level knowledge and skills to prepare for work and training in the horticulture, nursery and gardening industry sectors. | Yes | No | No | No | | Industry's preferred qualification level for secondary students is Certificate II. This qualification is unlikely to have direct employment outcomes. Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> . | Assessment in a workplace and/or simulated environment that reflects performance in a real workplace setting is required. |
| AHC10416 | Certificate I in Permaculture  | This qualification develops entry level knowledge and skills to prepare for work in the permaculture industry. | Yes | No | No | No | | Industry's preferred qualification level for secondary students is Certificate II. Access to quality and relevant simulated work placements is strongly recommended. This qualification does not have direct employment outcomes. Industry recommends AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills. | Assessors must hold a nationally accredited Certificate III qualification (or higher) in permaculture and/or have completed a permaculture design course. Assessment in a workplace and/or simulated environment that reflects performance in a real workplace setting is required. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC20116 | Certificate II in Agriculture  | This qualification develops the knowledge and skills to work in a range of agricultural settings, with electives in livestock production, cropping, horse breeding, beekeeping, production horticulture, shearing and irrigation. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported when there is access to a suitably equipped and resourced farm school (for example, in an agricultural college) or an operating farm. Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace.</p> <p>It is strongly recommended that delivery is undertaken by an industry-qualified trainer, and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>The level of knowledge and skills required by industry generally cannot be achieved in settings such as a school oval or sporting ground.</p> <p>Schools with limited access to an operating farm or farm school should consider AHC21216 <i>Certificate II in Rural Operations</i>, which includes generic elements of agricultural training.</p> <p>There are some direct employment opportunities for this qualification. It also provides a pathway to further training in agriculture, which has sound employment prospects.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC20520 | Certificate II in Arboriculture  | This qualification develops the knowledge and skills to undertake ground-based tree work activities. | Yes | No | No | Yes | High risk | <p>Delivery is likely to include some high risk tasks and/or equipment operation (for example, working at heights, operating chainsaws, operating dangerous machinery and working near electrical infrastructure) and a high level of supervision is required.</p> <p>The employment opportunities for this qualification are very good.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC21020 | Certificate II in Conservation and Ecosystem Management  | This qualification further develops the knowledge and skills to work in conservation and land management with electives in Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace.</p> <p>It is strongly recommended that delivery is undertaken by an industry-qualified trainer, and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>There are limited direct employment opportunities for this qualification. However, it can provide a pathway to further training in horticulture which has sound employment prospects.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green



All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC20416 | Certificate II in Horticulture  | This qualification develops the knowledge and skills for entry level work in horticulture, with electives in tree care, nursery, turf and irrigation. | Yes | No | No | Yes | High risk | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace.</p> <p>It is strongly recommended that delivery is undertaken by an industry-qualified trainer, and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are some direct employment opportunities for this qualification. It also provides a pathway to further training in horticulture, which has sound employment prospects.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC21621 | Certificate II in Landscaping  | This qualification develops the knowledge and skills for entry level work in landscaping. | Yes | No | No | No | High risk | <p>It is anticipated that this qualification will soon be available as an SBT. Students can continue to enrol in AHC21616 <i>Certificate II in Landscaping</i> as an SBT, subject to the usual transition and teach-out arrangements.</p> <p>Industry's preferred qualification level for secondary students is Certificate II. Access to quality and relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are good direct employment opportunities for this qualification. It also provides a pathway to further training in landscaping and horticulture, which have sound employment prospects.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad-based qualification with provision for specific occupational skills.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green




All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red



NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC20720 | Certificate II in Nursery Operations  | This qualification develops the knowledge and skills for entry level work in the nursery industry, including production nursery assistant, nursery worker, retail nursery assistant and retail nursery maintainer. | Yes | Yes | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant work placements, for example in an operating production nursery, is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are limited direct employment opportunities for this qualification. However, it provides a pathway to further training in horticulture, which has sound employment prospects.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC20621 | Certificate II in Parks and Gardens  | This qualification develops the knowledge and skills for entry level work in the maintenance and care of parks and gardens. | Yes | No | No | No | High risk | <p>It is anticipated that this qualification will soon be available as an SBT. Students can continue to enrol in AHC20621 <i>Certificate II in Parks and Gardens</i> as an SBT, subject to the usual transition and teach-out arrangements.</p> <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment for this qualification. However, it provides a pathway to further training in horticulture, which has sound employment prospects.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC21716 | Certificate II in Permaculture  | This qualification develops a range of knowledge and skills for entry level work in permaculture. | Yes | No | No | No | | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant simulated work placements is strongly recommended.</p> <p>This qualification does not have direct employment outcomes. However, the skills and knowledge obtained can form a useful basis for entry into further training in horticulture and agriculture.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills.</p> | <p>Assessors must hold a nationally accredited Certificate III qualification (or higher) in permaculture and/or have completed a permaculture design course.</p> <p>Assessment in a workplace and/or simulated environment that reflects performance in a real workplace setting is required.</p> |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicings advice | Further advice | |
| AHC20320 | Certificate II in Production Horticulture  | This qualification develops the knowledge and skills for entry level work in production horticulture, such as orchards and vegetable growing. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery is only supported when there is access to a suitably equipped and staffed farm school (for example, in an agricultural college) or an operating farm/orchard. Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace.</p> <p>It is strongly recommended that delivery is undertaken by an industry-qualified trainer, and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>The level of knowledge and skills required by industry generally cannot be achieved in settings such as a school oval or sporting ground.</p> <p>Schools with limited access to an operating farm or farm school should consider AHC21216 <i>Certificate II in Rural Operations</i>, which includes generic elements of agricultural and horticultural training; or AHC20416 <i>Certificate II in Horticulture</i>.</p> <p>There are some good employment opportunities for this qualification. It also provides a pathway to further training in horticulture/agriculture, which has sound employment prospects.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC21216 | Certificate II in Rural Operations  | This qualification develops the knowledge and skills to work in a range of agencies and industries in rural and regional Australia, and includes electives in local government, tourism, hospitality, transport, construction, community services, information technology and metals. | Yes | No | No | Yes | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Schools wishing to deliver a qualification that includes generic elements of agricultural training and/or use of external training facilities (for example, Muresk Institute) should deliver this qualification.</p> <p>Students must have access to industry-current equipment, facilities and training resources, so they acquire an understanding of the conditions within the workplace.</p> <p>It is strongly recommended that delivery is undertaken by an industry-qualified trainer, and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>There are limited direct employment opportunities for this qualification. However, it provides a pathway to further training in agricultural industries, which have sound employment prospects.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green




All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red



NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC21316 | Certificate II in Shearing  | This qualification develops the knowledge and skills to work as a shearer. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to a suitably equipped and resourced operating shearing shed and quality and relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>The employment opportunities for this qualification are very good.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC20919 | Certificate II in Sports Turf Management  | This qualification develops the knowledge and skills to work as a green-keeper's assistant. | Yes | Yes | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are limited direct employment opportunities for this qualification. However, it provides a pathway to further training in horticulture, which has sound employment prospects.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative as it is a broad-based qualification, with provision for specific occupational skills.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC21416 | Certificate II in Wool Handling  | This qualification develops the knowledge and skills to work in wool handling. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to a suitably equipped and resourced operating shearing shed and quality, relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are good employment opportunities for this qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.



Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspiring advice | Further advice | |
| AHC33116 | Certificate III in Advanced Wool Handling  | This qualification develops the knowledge and skills to undertake a specialist wool handling role. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC33116 <i>Certificate III in Advanced Wool Handling</i> is only supported for delivery when there is access to a suitably equipped and resourced operating shearing shed. Students should undertake sufficient practical experience in a range of different tasks, and be able to work with limited direction.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>Industry recommends schools consider AHC21416 <i>Certificate II in Wool Handling</i> as an alternative.</p> <p>The employment opportunities for this qualification are good, especially where students have also completed a relevant Certificate II level qualification.</p> | <p>Assessors must be currently registered with the Australian Wool Exchange as Australian Wool Classers.</p> <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Some units of competency require evidence to be demonstrated in fine/ superfine merino, medium/strong merino and crossbred wool clips.</p> |
| AHC30116 | Certificate III in Agriculture  | This qualification develops introductory knowledge and skills in agriculture and farming, with electives in livestock production, grain cropping, production horticulture and machinery operations. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC30116 <i>Certificate III in Agriculture</i> is only supported for delivery when there is access to a suitably equipped and resourced farm school or agricultural college, and where students undertake quality and relevant work experience in an operating agricultural business.</p> <p>Other schools should consider delivery of AHC32816 <i>Certificate III in Rural Operations</i>, which includes generic elements of agricultural training.</p> <p>Students should undertake sufficient practical experience in a range of different tasks and be able to work with limited direction.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>The employment opportunities for this qualification are likely to be good, especially where students have also completed a relevant Certificate II level qualification.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> |

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|---------------|--|--|----------------------------|-------|-----|-----|----------------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC30221 | Certificate III in Dairy Production  | This qualification develops the knowledge and skills to work as a dairy farm worker. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC30221 <i>Certificate III in Dairy Production</i> is only supported for delivery when there is access to a suitably equipped and resourced farm school in an agricultural college, and an operating dairy which meets industry standards. Other schools should consider delivery of AHC32816 <i>Certificate III in Rural Operations</i>, which includes generic elements of agricultural training.</p> <p>Access to quality and relevant work placements is strongly recommended. Students should undertake sufficient practical experience in a range of different tasks, and be able to work with limited direction.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>The employment opportunities for this qualification are good, especially where students have also completed a relevant Certificate II level qualification.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Some units of competency require students to be assessed at least once using calibrating application equipment.</p> |
| AHC31818 | Certificate III in Beekeeping  | This qualification develops the knowledge and skills to work as a beekeeper. | Yes | No | No | Yes | N/A – IBT is not supported | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC31818 <i>Certificate III in Beekeeping</i> is only supported for delivery via SBT to ensure students undertake sufficient practical experience in a range of different tasks, and can complete the qualification to an industry standard.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Students should complete a lower level qualification to enhance employment opportunities and/or progress into further training.</p> <p>Industry recommends AHC20116 <i>Certificate II in Agriculture</i> as an alternative, as it is a broad based qualification with provision for beekeeping units.</p> <p>The employment opportunities for this qualification are likely to be good, especially where students have also completed a relevant Certificate II level qualification.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> |

Green



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Orange

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Red


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|---------------|---|--|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| AHC31421 | Certificate III in Conservation and Ecosystem Management  | This qualification develops the knowledge and skills to work in the conservation and ecosystem management industry. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard and the high-risk nature of the qualification/occupation, for example, machinery operation and chemical handling.</p> <p>There may be insufficient time to complete this qualification while at school. Industry recommends schools consider AHC21020 <i>Certificate II in Conservation and Ecosystem Management</i> as an alternative.</p> <p>Students should complete a lower-level qualification to enhance employment opportunities and/or progress into further training.</p> <p>The employment opportunities for this qualification are likely to be limited.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC30716 | Certificate III in Horticulture  | This qualification develops the knowledge and skills to work in horticulture, with electives in tree care, nursery, turf and irrigation. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC30716 <i>Certificate III in Horticulture</i> is only supported when students have access to substantial quality and relevant work experience in an operating horticultural business or government service. Students should undertake sufficient practical experience in a range of different tasks.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Students should complete a lower level qualification to enhance employment opportunities and/or progress into further training. Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills.</p> <p>The employment opportunities for this qualification are likely to be good, especially where students have also completed a relevant Certificate II level qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

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|---------------|---|--|----------------------------|-------|-----|-----|----------------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC32419 | Certificate III in Irrigation Technology  | This qualification develops the knowledge and skills to work as a trade technician in irrigation and horticulture related roles. | Yes | No | No | Yes | High Risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery is only supported via DTWD-funded SBT, as quality and relevant work placements are required to support delivery and consolidate learning and to ensure students are trained in current industry standards and practices.</p> <p>Students should have access to industry-current equipment, facilities and training resources, so they acquire a realistic view of the realities and conditions within the workplace.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Students should complete a lower level qualification to enhance employment opportunities and/or progress into further training.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills.</p> <p>The employment opportunities for this qualification are good, especially where students have also completed a relevant Certificate II level qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC30921 | Certificate III in Landscape Construction | This qualification develops the knowledge and skills to work in landscape construction. | Yes | No | No | No | N/A – IBT is not supported | <p>It is anticipated that this qualification will soon be available as an SBA. Students can continue to enrol in AHC30916 <i>Certificate III in Landscape Construction</i> as an SBA, subject to the usual transition and teach-out arrangements.</p> <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery is only supported via SBA, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training.</p> <p>The SBA is only available to Year 12 students.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> or AHC21621 <i>Certificate II in Landscaping</i> as an alternative.</p> <p>The employment opportunities for this qualification completed through an SBA are very good.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green



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Orange

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Red



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|---------------|--|---|----------------------------|-------|-----|-----|------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| AHC31120 | Certificate III in Nursery Operations  | This qualification develops the knowledge and skills to work in nursery production or retail nursery. | Yes | No | Yes | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>The SBA is only available to Year 12 students.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative, as it is a broad based qualification with provision for specific occupational skills.</p> <p>The employment opportunities for this qualification are very good, especially where students have also completed a relevant Certificate II level qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC30416 | Certificate III in Pork Production  | This qualification develops the knowledge and skills to work as a piggery attendant. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC30416 <i>Certificate III in Pork Production</i> is only supported for delivery through an agricultural college and when there is access to a suitably equipped and resourced piggery. Schools unable to meet these conditions should consider AHC21216 <i>Certificate II in Rural Operations</i>, which includes generic elements of agricultural training.</p> <p>Access to quality and relevant work placements is strongly recommended. Students should undertake sufficient practical experience in a range of different tasks and be able to work with limited direction.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/assessor requirements are met.</p> <p>Students should complete a lower level qualification to enhance employment opportunities and/or progress into further training.</p> <p>The employment opportunities for this qualification are likely to be good, especially where students have also completed a relevant Certificate II level qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

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|---------------|---|--|----------------------------|-------|-----|-----|----------------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| AHC30620 | Certificate III in Production Horticulture  | This qualification develops the knowledge and skills to work in production horticulture. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC30620 <i>Certificate III in Production Horticulture</i> is only supported for delivery when there is access to a suitably equipped and resourced school farm or agricultural college and where students undertake quality and relevant work experience in an operating horticultural business.</p> <p>Other schools should consider delivery of AHC20416 <i>Certificate II in Horticulture</i>, which includes generic elements of horticultural training.</p> <p>Students should undertake sufficient practical experience in a range of different tasks.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Students should complete a lower-level qualification to enhance employment opportunities and/or progress into further training.</p> <p>The employment opportunities for this qualification are likely to be good, especially where students have also completed a relevant Certificate II level qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AHC31319 | Certificate III in Sports Turf Management  | This qualification develops the knowledge and skills to work as a green-keeper. | Yes | No | Yes | No | N/A – IBT is not supported | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery is only supported via SBA as the level of knowledge and skills required by industry generally cannot be achieved through institutional training.</p> <p>The SBA is only available to Year 12 students.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Industry recommends schools consider AHC20416 <i>Certificate II in Horticulture</i> as an alternative as it is a broad-based qualification, with provision for specific occupational skills.</p> <p>The employment opportunities for this qualification completed through an SBA are very good.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green


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Orange

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Red

NOT supported for delivery to school students.

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AHC33016 | Certificate III in Wool Clip Preparation  | This qualification develops the knowledge and skills for wool producers to class their own wool. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>AHC33016 <i>Certificate III in Wool Clip Preparation</i> is only supported when there is access to a suitably equipped and resourced operating shearing shed. Students should undertake sufficient practical experience in a range of different tasks and be able to work with limited direction.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>There are no direct employment opportunities for this qualification. However, the skills are relevant to occupations in wool production and handling, where employment opportunities are very good, especially where students have also completed a relevant Certificate II level qualification.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Animal care




For further information on the animal care industry, go to fftitrainingcouncil.com.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| ACM10121 | Certificate I in Animal Care Industry Pathways  | This qualification develops introductory knowledge and skills for further learning in the animal care industry. | Yes | No | No | No | | <p>Industry's preferred qualification level for secondary students is Certificate II. Students must have access to industry-current facilities and resources, so they acquire an understanding of the conditions within the workplace.</p> <p>This qualification is unlikely to have any employment outcomes. Industry recommends schools consider ACM20121 <i>Certificate II in Animal Care</i>.</p> | <p>Assessment in a workplace and/or environment that accurately represents workplace conditions is required.</p> <p>Some units of competency require access to a range of animals as well as relevant information, equipment and/or resources.</p> |
| ACM20121 | Certificate II in Animal Care  | This qualification develops the knowledge and skills for entry level and support roles in the animal care industry, in workplaces such as animal shelters, boarding/day care facilities, sanctuaries and veterinary clinics. | Yes | No | No | Yes | | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Students must have access to industry-current facilities and resources, so they acquire an understanding of the conditions within the workplace.</p> <p>It is strongly recommended that delivery is undertaken by an industry-qualified trainer, and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>There are good employment opportunities for this qualification. It also provides a pathway to further training.</p> | <p>Assessment in a workplace and/or environment that accurately represents workplace conditions is required.</p> <p>Some units of competency require access to a range of animals as well as relevant information, equipment and/or resources.</p> |

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|---------------|--|---|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| ACM30121 | Certificate III in Animal Care Services  | This qualification develops the knowledge and skills required to work in a broad range of roles in animal care facilities and services, including boarding/day care, breeding, shelters/holding centres, pet grooming, pet sitting and other animal businesses. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>It is recommended that students have obtained skills at the Certificate II level before undertaking the Certificate III.</p> <p>ACM30121 <i>Certificate III in Animal Care Services</i> is only supported for delivery when there is access to quality and relevant work placements.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are good employment opportunities for this qualification. It also provides a pathway to further training.</p> | <p>Assessment in a workplace and/or environment that accurately represents workplace conditions is required.</p> <p>Some units of competency require access to a range of animals as well as relevant information, equipment and/or resources.</p> |
| ACM30321 | Certificate III in Wildlife and Exhibited Animal Care  | This qualification develops the knowledge and skills to work in a range of animal care functions in a zoo, wildlife sanctuary, aquaria or other facility where animals are cared for or exhibited. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard and the high risk nature of working with non-domesticated animals.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>There are limited employment opportunities for this qualification. However, it provides a pathway to further training.</p> <p>Industry recommends schools consider ACM20121 <i>Certificate II in Animal Care</i>.</p> | Assessment in a workplace and/or environment that accurately represents workplace conditions is required. |
| ACM40418 | Certificate IV in Veterinary Nursing  | This qualification develops the knowledge and skills to work as a veterinary nurse. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard, and the nature of animal work environments.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Industry recommends schools consider ACM20121 <i>Certificate II in Animal Care</i>.</p> | Assessment in a workplace and/or environment that accurately represents a veterinary clinic is required. |




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Aquaculture/Seafood


For further information on the aquaculture/seafood industry, go to ffttrainingcouncil.com.au

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|---------------|---|--|----------------------------|-------|-----|-----|------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| SFI20119 | Certificate II in Aquaculture  | This qualification develops the knowledge and skills to work as an aquaculture attendant to support the care of aquatic stock in the aquaculture sector of the seafood industry. | Yes | No | No | Yes | High risk | Industry's preferred qualification level for secondary students is Certificate II. Access to quality and relevant work placements is strongly recommended. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement. There are some employment opportunities, especially in offshore aquaculture. It also provides a pathway to further training. | Assessment in a workplace and/or simulated environment is required. |
| SFI20219 | Certificate II in Fishing Operations  | This qualification develops the knowledge and skills for entry level work as a fisher or general deckhand. | Yes | No | No | Yes | High risk | Industry's preferred qualification level for secondary students is Certificate II. Access to quality and relevant work placements is strongly recommended. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement. There are some employment opportunities. It also provides a pathway to further training in the maritime industry. | Assessment in a workplace and/or simulated environment is required. |
| SFI30119 | Certificate III in Aquaculture  | This qualification develops the knowledge and skills to work as an aquaculture attendant or technician for the care of aquatic stock. | Yes | No | No | No | High risk | Industry's preferred qualification level for secondary students is Certificate II. Access to quality and relevant work placements is strongly recommended. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement. There are some employment opportunities, especially in offshore aquaculture. It also provides a pathway to further training. | Assessment in a workplace and/or simulated environment is required. |

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|---------------|--|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| SFI30219 | Certificate III in Fishing Operations  | This qualification develops the knowledge and skills to work as a senior deckhand or occupational diver on a commercial fishing vessel. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are some employment opportunities. It also provides a pathway to further training in the maritime industry.</p> | Assessment in a workplace and/or simulated environment is required. |

Automotive




For further information on the automotive industry, go to ueea.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AUR10120 | Certificate I in Automotive Vocational Preparation  | This qualification develops the knowledge and skills to work in the automotive retail, service and repair industries. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>This qualification is suitable for Year 9 and 10 students interested in working in the automotive industry.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR20116 | Certificate II in Automotive Administration | This qualification develops the knowledge and skills to undertake administrative roles in the automotive retail, service and repair industry. | Yes | No | No | Yes | | Delivery is only supported when students access quality and relevant work placements in suitably equipped and staffed automotive settings. | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR20220 | Certificate II in Automotive Air Conditioning Technology  | This qualification develops the knowledge and skills to service and repair car and heavy vehicle air-conditioning components and systems. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| AUR20920 | Certificate II in Automotive Body Repair Technology  | This qualification develops the knowledge and skills to repair and maintain vehicle bodies. | Yes | Yes | No | Yes | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry prefers delivery via SBT, DTWD-funded PATiS or SCSA VIS course as this is a trade pathway qualification. These pathways require students to complete quality and relevant work placements in suitably equipped and staffed automotive settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>If this qualification cannot be undertaken via SBT, DTWD-funded PATiS or SCSA VIS course, industry recommends AUR20720 <i>Certificate II in Automotive Vocational Preparation</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR21520 | Certificate II in Automotive Cylinder Head Reconditioning  | This qualification develops the knowledge and skills to repair and maintain engine cylinder heads. | Yes | No | No | Yes | High risk | <p>Industry prefers delivery via SBT, as this is a trade pathway qualification. This pathway requires students to complete quality and relevant work placements in suitably equipped and staffed automotive settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>If this qualification cannot be undertaken via SBT, industry recommends AUR20720 <i>Certificate II in Automotive Vocational Preparation</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR20420 | Certificate II in Automotive Electrical Technology  | This qualification develops the knowledge and skills to install, assemble and service electrical components and systems in motor vehicles. | Yes | Yes | No | Yes | High risk | <p>Industry prefers delivery via SBT or DTWD-funded PATiS, as this is a trade pathway qualification. This pathway requires students to complete quality and relevant work placements in suitably equipped and staffed automotive electrical settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |

Green



All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| AUM20218 | Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer  | This qualification develops entry level knowledge and skills in the manufacture of vehicles. | Yes | Yes | No | No | High risk | <p>Industry prefers delivery via DTWD-funded PATiS, as this is a trade pathway qualification. This pathway requires students to complete quality and relevant work placements in suitably equipped and staffed automotive electrical settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade- qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. |
| AUR21120 | Certificate II in Automotive Sales | This qualification develops the knowledge and skills to work in sales in the automotive service and repair sector. | Yes | No | No | Yes | | Licensing age restrictions may impact on the ability of students to complete this qualification while at school. | <p>An automotive salesperson must be over 18 years of age to meet licensing requirements.</p> <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR20520 | Certificate II in Automotive Servicing Technology  | This qualification develops the knowledge and skills to service vehicles. | Yes | Yes | No | Yes | | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry prefers delivery via SBT, DTWD-funded PATiS or SCSA VIS course, as this is a trade pathway qualification. These pathways require students to complete quality and relevant work placements in suitably equipped and staffed automotive settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>If this qualification cannot be undertaken via SBT, DTWD-funded PATiS or SCSA VIS course, industry recommends AUR20720 <i>Certificate II in Automotive Vocational Preparation</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |

Green




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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| AUR21820 | Certificate II in Automotive Steering and Suspension System Technology  | This qualification develops introductory knowledge and skills to work on steering and suspension systems. | Yes | No | No | No | | <p>Delivery is only supported when students access quality and relevant work placements in suitably equipped and staffed automotive settings.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>If this qualification cannot be undertaken with appropriate workplace learning, industry recommends AUR20720 <i>Certificate II in Automotive Vocational Preparation</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR21920 | Certificate II in Automotive Tyre Servicing Technology  | This qualification develops the knowledge and skills to inspect, test, repair and fit tyres. | Yes | No | No | Yes | High risk | <p>Delivery is only supported when students access quality and relevant work placements in suitably equipped and staffed automotive settings.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>If this qualification cannot be undertaken with appropriate workplace learning, industry recommends AUR20720 <i>Certificate II in Automotive Vocational Preparation</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |
| AUR20720 | Certificate II in Automotive Vocational Preparation  | This qualification develops the knowledge and skills to perform a limited range of tasks related to the familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles, and perform minor maintenance and repair of an automotive vehicle body. | Yes | No | No | No | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, and students complete quality and relevant work placements in suitably equipped and staffed automotive settings, to ensure they are trained in current industry practices and standards.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must include access to all applicable equipment and documentation.</p> |

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| AUR20320 | Certificate II in Bicycle Mechanical Technology  | This qualification develops the knowledge and skills for entry level positions in bicycle retail, service and repair. | Yes | No | No | Yes | | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR21020 | Certificate II in Motor Sport Technology  | This qualification develops the knowledge and skills to undertake a limited range of work on competition vehicles in the motor sport industry. | Yes | No | No | No | | It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards. | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR20820 | Certificate II in Outdoor Power Equipment Technology  | This qualification develops the knowledge and skills to undertake a limited range of work in the repair, service and maintenance of outdoor power equipment. | Yes | Yes | No | Yes | | Industry prefers delivery via SBT or DTWD-funded PATiS, as this is a trade pathway qualification. This pathway requires students to complete quality and relevant work placements in suitably equipped and staffed automotive electrical settings. This will enhance students' transitions into a related apprenticeship. It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards. | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR30420 | Certificate III in Agricultural Mechanical Technology  | This qualification develops the knowledge and skills to repair, service and maintain agricultural machinery. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR32320 | Certificate III in Automotive and Marine Trimming Technology  | This qualification develops the knowledge and skills to manufacture, repair and maintain trim components for motor vehicles, marine craft, recreational and other vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR32120 | Certificate III in Automotive Body Repair Technology  | This qualification develops the knowledge and skills to repair and maintain car bodies for heavy, light and other vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |

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|---------------|--|---|----------------------------|-------|-----|-----|------------------|----------------|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| AUR30320 | Certificate III in Automotive Electrical Technology  | This qualification develops the knowledge and skills to service, diagnose and repair electrical systems and components in vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR32220 | Certificate III in Automotive Glazing Technology  | This qualification develops the knowledge and skills to remove, install, repair and manage glazing technical operations on vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUM30218 | Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer  | This qualification develops the knowledge and skills to work in the production of bus, truck, trailer and components manufacture. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR32420 | Certificate III in Automotive Refinishing Technology  | This qualification develops the knowledge and skills to paint, refinish, repair and maintain painted surfaces on a range of vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR31120 | Certificate III in Heavy Commercial Vehicle Mechanical Technology  | This qualification develops the knowledge and skills to service, maintain and repair heavy commercial vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR30620 | Certificate III in Light Vehicle Mechanical Technology  | This qualification develops the knowledge and skills to service, maintain and repair light vehicles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |

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|---------------|--|---|----------------------------|-------|-----|-----|------------------|----------------|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| AUR30520 | Certificate III in Marine Mechanical Technology  | This qualification develops the knowledge and skills to work in marine mechanical service and repair. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR31220 | Certificate III in Mobile Plant Technology  | This qualification develops the knowledge and skills to service, maintain and repair mobile plant machinery. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR30820 | Certificate III in Motorcycle Mechanical Technology  | This qualification develops the knowledge and skills to service, maintain and repair motorcycles. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| AUR30720 | Certificate III in Outdoor Power Equipment Technology  | This qualification develops the knowledge and skills to service, maintain and repair outdoor power equipment. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |



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Red NOT supported for delivery to school students.

Aviation

For further information on the aviation industry, go to ldsc.asn.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| AVI10119 | Certificate I in Aviation (Foundation Skills) | This qualification develops the knowledge and technical and non-technical aviation skills to undertake a range of entry level aviation roles. | Yes | No | No | No | | Industry recommends this qualification for delivery to secondary students. | Assessment in a workplace and/or simulated environment is required. |
| AVI30219 | Certificate III in Aviation (Cabin Crew) | This qualification develops the knowledge and skills to work as a member of the cabin crew in commercial or defence aviation operations. | Yes | No | No | No | | This qualification includes a responsible service of alcohol component (SITHFAB002) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to Year 12 students. | Assessment in a workplace and/or simulated environment is required. |
| AVI30419 | Certificate III in Aviation (Remote Pilot)  | This qualification develops the knowledge and skills to operate remotely piloted aircraft systems. | Yes | No | No | No | N/A | This qualification provides a pathway for students wanting to pursue a career within aviation, as the demand and use of unmanned aerial systems continues to grow. It may also be used as a value-add to completing tasks in other industry sectors. | This qualification can only be delivered by a Civil Aviation Safety Authority (CASA) approved RTO due to regulatory requirements. Assessment in a workplace and/or simulated environment is required. There are safety laws that apply to flying Remotely Piloted Aircraft (RPA) commercially. In addition, when flying for money or any form of economic gain, an individual must have an RPA operator's certificate (ReOC) that can only be issued by CASA. |
| AVI50219 | Diploma of Aviation (Commercial Pilot Licence - Aeroplane)  | This qualification develops the knowledge and skills to be a member of the flight crew personnel in a range of passenger, charter and cargo air transport operations. | Yes | No | No | No | N/A | This is a highly regulated industry with licensing age restrictions. Due to Civil Aviation Safety Authority (CASA) age restrictions for obtaining a commercial pilot licence (CPL), students will not be able to complete this qualification while at school. Partial completion of this qualification is only supported when the course and choice of units of competency are structured to enable students to develop the knowledge and skills to meet the licensing requirements for their age. Further information on licensing requirements is available on the CASA website . | To obtain a CPL, an individual must be at least 18 years of age and successfully complete an integrated or non-integrated course of training. Flight training can only be delivered by a CASA approved flight training organisation. Assessment in a workplace and/or simulated environment is required. |

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Building and construction


For further information on the building and construction industry, go to ctf.wa.gov.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CPC10120 | Certificate I in Construction | This qualification develops introductory knowledge and skills to the construction industry's culture, occupations, job roles and workplace expectations. | Yes | No | No | No | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>There are no occupational outcomes for this qualification, and graduates will have limited employment opportunities without further training.</p> <p>Industry prefers students undertake 52824WA <i>Certificate II in Building and Construction (Pathway — Trades)</i>, as it provides enhanced opportunities to transition into an apprenticeship with options for articulation into 10 building and construction trades.</p> <p>If students cannot undertake 52824WA, delivery of this qualification is only supported via a SCSA VIS course and by a trade-qualified trainer/assessor with current industry knowledge and skills, to ensure students develop appropriate skills and an awareness of work health and safety requirements in the building and construction industry. Unless a simulated environment fully replicates a construction workplace, students are unlikely to develop the appropriate industry skills and an awareness of safety requirements. This may impact on their ability to work safely in future building and construction training or workplace environments.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. It is strongly recommended that delivery is by an RTO that also delivers building and construction apprenticeships, to enhance students' capacity to successfully undertake further training after school.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulated or project-based assessment techniques must fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.</p> |
| 52825WA | Certificate II in Building and Construction (Pathway — Para-Professional) | This qualification develops introductory knowledge and skills for off-site construction support roles such as a drafts person, pre-start consultant, contract administrator, scheduler or estimator. | Yes | No | No | Yes | High risk | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course. It is strongly recommended that delivery is via SBT or a SCSA VIS course, as students should complete quality and relevant work placements.</p> <p>Trainers/assessors must have industry qualifications and currency to ensure they are up to date with the rapid changes in technology used in this industry.</p> <p>Schools are generally unlikely to meet the workplace, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | To meet WACE requirements, students must undertake a mandatory minimum work practice of 110 hours in a building and construction related office environment. A simulated work environment will not meet WACE requirements. |

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| 52824WA | Certificate II in Building and Construction (Pathway - Trades) | This pre-vocational qualification develops general knowledge and skills relevant to a number of different building and construction apprenticeships, except plumbing. | Yes | Yes | No | Yes | High risk | <p>Industry recommends this qualification for delivery to secondary students, as it provides enhanced opportunities to transition into an apprenticeship with options for articulation into 10 building and construction trades.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported when undertaken by a trade-qualified trainer/assessor with current industry knowledge and skills, and students access suitable work placements, to ensure they develop appropriate skills and an awareness of work health and safety requirements in the building and construction industry.</p> <p>Schools are generally unlikely to meet the workplace, resource and/or trainer/assessor requirements under an auspicings arrangement. It is strongly recommended that delivery is by an RTO that also delivers building and construction apprenticeships, to enhance students' capacity to successfully undertake further training after school.</p> | <p>To meet WACE requirements, students must undertake a mandatory minimum work practice of 220 hours in a building and construction related trade environment. A simulated work environment will not meet WACE requirements.</p> <p>Workplace learning/work experience must be undertaken concurrently with delivery.</p> |
| RII20720 | Certificate II in Civil Construction  | This qualification develops the knowledge and skills to work in an operational role in civil construction. | Yes | No | No | Yes | High risk | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported when undertaken by an industry-qualified trainer/assessor with current industry knowledge and skills; and students have access to suitable work placements to ensure they develop appropriate skills and an awareness of work health and safety requirements in the civil construction industry.</p> <p>Unless a simulated environment fully replicates a civil construction workplace, students are unlikely to develop the appropriate industry skills and an awareness of safety requirements. This may impact on their ability to work safely in future civil construction training or workplace environments.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement.</p> <p>It is strongly recommended that delivery is by an RTO that also delivers higher level civil construction qualifications, to enhance students' capacity to successfully undertake further training after school.</p> | <p>There are specified assessor requirements relating to industry experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulated or project-based assessment techniques must fully replicate civil construction workplace conditions, materials, activities, responsibilities and procedures.</p> |

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|---------------|--------------------------------|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| CPC20120 | Certificate II in Construction | This qualification develops the knowledge and skills to work as a builder's labourer. | Yes | No | No | Yes | High risk | <p>Delivery is only supported when undertaken by a trade-qualified trainer/assessor with current industry knowledge and skills and students have access to suitable work placements, to ensure they develop appropriate skills and an awareness of work health and safety requirements in the building and construction industry. Unless a simulated environment fully replicates a construction workplace, students are unlikely to develop the appropriate industry skills and an awareness of safety requirements. This may impact their ability to work safely in building and construction training or workplace environments.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. It is strongly recommended that delivery is by an RTO that also delivers building and construction apprenticeships, to enhance students' capacity to successfully undertake further training after school.</p> <p>Industry strongly recommends 52824WA <i>Certificate II in Building and Construction (Pathway —Trades)</i> as an alternative, as this qualification provides enhanced opportunities to transition into an apprenticeship with options for articulation into 10 building and construction trades.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulated or project-based assessment techniques must fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.</p> |

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspic ing advice | Further advice | |
| CPC20220 | Certificate II in Construction Pathways | This qualification develops general knowledge and skills relevant to a number of different building and construction apprenticeships, except plumbing. | Yes | No | No | Yes | High risk | <p>Delivery to secondary students is only supported via the WB81 <i>Building Maintenance</i> pathway or SBT.</p> <p>Students should access suitable work placements and delivery should be undertaken by a trade-qualified trainer/assessor with current industry knowledge and skills, to ensure students develop appropriate skills and an awareness of work health and safety requirements in the building and construction industry. Unless a simulated environment fully replicates a construction workplace, students are unlikely to develop the appropriate industry skills and an awareness of safety requirements. This may impact on their ability to work safely in future building and construction training or workplace environments.</p> <p>The WB81 pathway is targeted at remote, Aboriginal, Torres Strait Islander and/or disengaged students in communities to provide the skills and abilities which will allow graduates to work within their own communities.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspic ing arrangement.</p> <p>RTOs seeking to deliver WB81 are requested to contact the Construction Training Council for support. If students are not a target group for the WB81 pathway or unable to undertake the qualification via SBT, industry strongly recommends 52824WA <i>Certificate II in Building and Construction (Pathway — Trades)</i> as an alternative, as this qualification provides enhanced opportunities to transition into an apprenticeship with options for articulation into 10 building and construction trades.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulated or project-based assessment techniques must fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.</p> |
| 52887WA | Certificate II in Plumbing | This qualification develops the knowledge and skills to undertake further training to become a plumber and/or roof plumber. | Yes | Yes | No | No | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported via DTWD-funded PATiS or a SCSA VIS course and when undertaken by a trade-qualified trainer/ assessor with current industry knowledge and skills, to ensure students develop appropriate skills and an awareness of work health and safety requirements in the building and construction industry.</p> <p>Schools are generally unlikely to meet the workplace, resource and/or trainer/assessor requirements under an auspic ing arrangement. It is strongly recommended that delivery is by an RTO that also delivers building and construction apprenticeships, to enhance students' capacity to successfully undertake further training after school.</p> | To meet WACE requirements, students must undertake a mandatory minimum work practice of 220 hours in a plumbing related environment. A simulated work environment will not meet WACE requirements. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicings advice | Further advice | |
| CPC33020 | Certificate III in Bricklaying/ Blocklaying | This qualification develops the knowledge and skills to be a bricklayer and/or blocklayer. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC30220 | Certificate III in Carpentry | This qualification develops the knowledge and skills to be a carpenter. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| RII30920 | Certificate III in Civil Construction  | This qualification develops the knowledge and skills to work as a skilled operator in civil construction. | Yes | No | No | No | High Risk | <p>Delivery is only supported when undertaken in a highly supervised environment by an industry qualified trainer/ assessor with current industry knowledge and skills, and students access suitable work placements to ensure they develop appropriate skills and an awareness of work health and safety requirements in the civil construction industry.</p> <p>Unless a simulated environment fully replicates a civil construction workplace, students are unlikely to develop the appropriate industry skills and an awareness of safety requirements. This may impact on their ability to work safely in future civil construction training or workplace environments.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement. It is strongly recommended that delivery is by an RTO that also delivers higher level civil construction qualifications, to enhance students' capacity to successfully undertake further training after school.</p> | <p>There are specified assessor requirements relating to industry experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulated or project-based assessment techniques must fully replicate civil construction workplace conditions, materials, activities, responsibilities and procedures.</p> |
| RII30820 | Certificate III in Civil Construction Plant Operations  | This qualification develops the knowledge and skills to operate civil construction machinery and equipment. | Yes | No | No | No | High risk | <p>Delivery is only supported when undertaken in a highly supervised environment by an industry qualified trainer/ assessor with current industry knowledge and skills, and students access suitable work placements to ensure they develop appropriate skills and an awareness of work health and safety requirements in the civil construction industry.</p> <p>Unless a simulated environment fully replicates a civil construction workplace, students are unlikely to develop the appropriate industry skills and an awareness of safety requirements. This may impact on their ability to work safely in future civil construction training or workplace environments.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement. It is strongly recommended that delivery is by an RTO that also delivers higher level civil construction qualifications, to enhance students' capacity to successfully undertake further training after school.</p> | <p>Some units of competency require assessors to have a minimum of two years' current experience where they have applied the knowledge and skills of the unit of competency.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>The simulated environment should be realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task and contingency management skills, and job role environment skills.</p> |

Green

All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| CPC32820 | Certificate III in Fire Protection | This qualification develops the knowledge and skills to install, test and maintain fire protection systems. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC31920 | Certificate III in Joinery | This qualification develops the knowledge and skills to be a joiner. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC30620 | Certificate III in Painting and Decorating | This qualification develops the knowledge and skills to be a painter and decorator. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC32420 | Certificate III in Plumbing | This qualification develops the knowledge and skills to be a plumber. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC32620 | Certificate III in Roof Plumbing | This qualification develops the knowledge and skills to be a roof plumber. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC30820 | Certificate III in Roof Tiling | This qualification develops the knowledge and skills to be a roof tiler. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC30216 | Certificate III in Signs and Graphics | This qualification develops the knowledge and skills to be a sign writer. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC31020 | Certificate III in Solid Plastering | This qualification develops the knowledge and skills to be a plasterer. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspiring advice | Further advice | |
| CPC32320 | Certificate III in Stonemasonry | This qualification develops the knowledge and skills to be a stonemason. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC31220 | Certificate III in Wall and Ceiling Lining | This qualification develops the knowledge and skills to be a wall and ceiling liner. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |
| CPC31320 | Certificate III in Wall and Floor Tiling | This qualification develops the knowledge and skills to be a wall and floor tiler. | No | No | Yes | No | N/A | It is strongly recommended that delivery and assessment is undertaken by a trade-qualified trainer/assessor with current vocational competencies at least to the level being assessed, to ensure students are trained in current industry practices and standards. | Training and assessment for all units must be undertaken in a real or very closely simulated workplace environment. |

Business

For further information on the business industry, go to fapstc.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|------------------------------------|---|----------------------------|-------|-----|-----|------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspiring advice | Further advice | |
| BSB10120 | Certificate I in Workplace Skills | This qualification develops basic knowledge and skills to prepare for work. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry prefers delivery via a SCSA VIS course as students should complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>This qualification does not provide any occupational outcomes. It provides a pathway to further training in administrative skills.</p> | Assessment in a workplace and/or simulated environment is required. |
| BSB20120 | Certificate II in Workplace Skills | This qualification develops the knowledge and skills to undertake entry level administrative positions. | Yes | No | No | Yes | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry prefers delivery via SBT or a SCSA VIS course, as students should complete quality and relevant work placements to ensure they are trained in current industry practices and standards.</p> <p>Students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> | Assessment in a workplace and/or simulated environment is required. |

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|---------------|-----------------------------------|--|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| BSB30120 | Certificate III in Business | This qualification develops the knowledge and skills to undertake a range of administrative positions across a variety of business contexts. | Yes | No | No | Yes | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry prefers delivery via SBT or a SCSA VIS course as students should complete quality and relevant work placements, to ensure they are trained in current industry practices and standards.</p> <p>This qualification should be delivered in a genuine, simulated work environment and students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> <p>Teachers delivering under auspecting arrangements need to consider how they will meet and maintain industry currency standards.</p> <p>There are two SBT streams available – Business Administration, and Business.</p> <p>There is insufficient time to complete this qualification while at school. The SBTs are only available for Year 12 students, and have a nominal duration of 18 months.</p> | Assessment in a workplace and/or simulated environment is required. |
| BSB30320 | Certificate III in Legal Services | This qualification develops the knowledge and skills to work as a legal receptionist/secretary. | Yes | No | No | No | High risk | <p>Administrative work in a legal business is often stressful and fast paced, and requires specific knowledge and skills. For this reason, a selection process should be undertaken to ensure that students have, or are likely to develop, the communication skills and maturity required to complete the qualification and work successfully in the industry.</p> <p>This qualification should be delivered in a genuine, simulated legal-specific work environment or ideally, in conjunction with relevant work placement.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | Assessment in a workplace and/or simulated environment is required. |

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|---------------|--|---|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| BSB30220 | Certificate III in Entrepreneurship and New Business | This qualification develops the knowledge and skills to operate a micro business. | Yes | No | No | No | High risk | <p>This qualification should be delivered in a genuine, simulated work environment and students should have access to industry-current equipment, facilities and training resources to acquire an understanding of the conditions within the workplace.</p> <p>A selection process should be undertaken to ensure that students have, or are likely to develop, the communication skills and maturity required to complete the qualification.</p> <p>This qualification contains a number of elective units addressing specialist financial compliance and business management skills.</p> <p>Schools may find it difficult to meet workplace/simulated environments, resources and/or trainer and assessor requirements under an auspecting arrangement.</p> <p>Teachers delivering under auspecting arrangements need to consider how they will meet and maintain industry currency standards.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the management and leadership of either a new business venture or as part of a larger organisation and access to specified materials, resources and equipment.</p> |
| BSB30420 | Certificate III in Library and Information Services | This qualification develops the knowledge and skills to work in library or information service environments. | Yes | No | No | No | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>Students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> <p>Teachers delivering under auspecting arrangements need to consider how they will meet and maintain industry currency standards.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> |
| BSB30719 | Certificate III in Work Health and Safety  | This qualification is suitable for individuals who take on work health and safety responsibilities in the workplace in addition to their main duties. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported as there are no employment outcomes for secondary students.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical work health and safety duties carried out in the workplace and access to specified materials, resources and equipment.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| BSB40120 | Certificate IV in Business | This qualification develops supervisory, management and leadership skills in administration and project management. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard and difficulties in finding relevant work placements with duties and responsibilities aligned to the units of competency within this qualification.</p> <p>There is insufficient time to complete this qualification while at school.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry level roles, as they generally lack the work and industry experience required for employment in leadership positions.</p> <p>Students should complete a lower-level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>The core units of competency require assessment evidence which demonstrates consistent performance of typical work health and safety duties carried out in the workplace, together with other core units that would traditionally suit a full time employee with some years of work experience and access to specified materials, resources and equipment.</p> |
| BSB40320 | Certificate IV in Entrepreneurship and New Business | This qualification develops a broad knowledge base and high-level business skills, including management and leadership skills, to start a small business. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There is insufficient time to complete this qualification while at school.</p> <p>This qualification is intended to skill individuals starting their own small business. Other business qualifications will provide the same type of content in a more appropriate context for secondary students.</p> <p>Industry recommends BSB30120 <i>Certificate III in Business</i>, with microbusiness electives as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the management and leadership of small and micro business fields of work; and access to specified materials, resources and equipment.</p> |
| BSB40420 | Certificate IV in Human Resources Management | This qualification develops the knowledge and skills to undertake a range of human resources roles. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to:</p> <ul style="list-style-type: none"> the nature of the industry; the skill level and experience required to complete the qualification to an industry standard; and difficulties in finding relevant work placements. <p>There is insufficient time to complete this qualification while at school.</p> <p>This occupational area requires a strong understanding of relevant legislation and employers will expect relevant workplace experience.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry-level roles, as they generally lack the work and industry experience required for employment in HR leadership/recruitment positions.</p> <p>Students should complete a lower level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the workforce development/human resource development field of work; and access to specified materials, resources and equipment.</p> |

Green All delivery options supported subject to industry advice.

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Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| BSB40520 | Certificate IV in Leadership and Management | This qualification develops leadership and managerial skills to guide, lead and manage the work output of others. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to:</p> <ul style="list-style-type: none"> the nature of the occupation; issues relating to students' maturity; the skill level and experience required to complete the qualification to an industry standard; and difficulties in finding relevant work placements. <p>There is insufficient time to complete this qualification while at school.</p> <p>This occupational area requires a strong understanding of relevant legislation and employers will expect relevant workplace experience.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry-level roles, as they generally lack the work and industry experience required to lead or manage teams.</p> <p>Students should complete a lower level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the management and leadership field of work; and access to specified materials, resources and equipment.</p> |
| BSB40820 | Certificate IV in Marketing and Communication | This qualification develops high level marketing, communication and management skills. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard, and difficulties in finding relevant work placements.</p> <p>There is insufficient time to complete this qualification while at school.</p> <p>Students should complete a lower level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the marketing communications field of work; and access to specified materials, resources and equipment.</p> |

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|---------------|---|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| BSB41419 | Certificate IV in Work Health and Safety  | This qualification is suitable for people working in a work health and safety role. It develops a broad knowledge base and high-level skills to provide advice and coordinate work health and safety programs in the workplace. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to:</p> <ul style="list-style-type: none"> • issues relating to students' maturity; • the skill level and experience required to complete the qualification to an industry standard; and • difficulties in finding relevant work placements. <p>This is a high-risk qualification with supervisory safety duties, and responsibility for safety practices and procedures and the safety of others.</p> <p>There is insufficient time to complete this qualification while at school.</p> <p>This occupational area requires a strong understanding of relevant legislation, and employers will expect relevant workplace experience.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry-level roles, as they generally lack the work and industry experience required for employment in leadership positions.</p> <p>Students should complete a lower level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical work health and safety duties carried out in the workplace; and access to specified materials, resources and equipment.</p> |
| BSB50120 | Diploma of Business | This is a supervisory level qualification. It develops a broad knowledge base and high-level skills to undertake roles such as an executive officer, program consultant or coordinator. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to:</p> <ul style="list-style-type: none"> • issues relating to the nature of the occupation and students' maturity; • the skill level and experience required to complete the qualification to an industry standard; and • difficulties in finding relevant work placements with duties and responsibilities aligned to the units of competency within this qualification. <p>There is insufficient time to complete this qualification while at school.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry-level roles, as they generally lack the work and industry experience and sound theoretical business skills and knowledge required for employment in leadership positions.</p> <p>Students should complete a lower level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> |

Green


All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicng advice | Further advice | |
| BSB50420 | Diploma of Leadership and Management | This qualification develops high level leadership and managerial skills, including planning, organising and monitoring the work of others. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to:</p> <ul style="list-style-type: none"> • issues relating to the nature of the occupation and students' maturity; • the skill level and experience required to complete the qualification to an industry standard; and • difficulties in finding relevant work placements. <p>There is insufficient time to complete this qualification while at school.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry-level roles, as they generally lack the work and industry experience required to lead or manage teams.</p> <p>Students should complete a lower level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the management and leadership field of work; and access to specified materials, resources and equipment.</p> |
| BSB51319 | Diploma of Work Health and Safety  | This qualification is for people working in a work health and safety role. It develops a broad knowledge base and high-level skills to provide advice and coordinate work health and safety programs in the workplace. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to:</p> <ul style="list-style-type: none"> • issues relating to students' maturity; • the skill level and experience required to complete the qualification to an industry standard; and • difficulties in finding relevant work placements. <p>This is a high-risk qualification with supervisory safety duties, and responsibility for safety practices and procedures and the safety of others.</p> <p>There is insufficient time to complete this qualification while at school.</p> <p>This occupational area requires a strong understanding of relevant legislation, and employers will expect relevant workplace experience.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry-level roles, as they generally lack the work and industry experience required for employment in leadership positions.</p> <p>Students should complete a lower-level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical work health and safety duties carried out in the workplace; and access to specified materials, resources and equipment.</p> |

Green

All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

Community services

For further information on the community services industry, go to cswa.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CHC24015 | Certificate II in Active Volunteering | This qualification develops the knowledge and skills for entry-level volunteer work. | Yes | No | No | No | | This qualification does not provide an occupational outcome. Mandatory vaccination may be required for students to undertake the work placement component. | There is a minimum work placement requirement of 20 hours. Assessment in a workplace and/or simulated environment is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources. |
| CHC22015 | Certificate II in Community Services | This qualification may be used as a pathway for entry-level community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. | Yes | No | No | Yes | | This qualification is also available as a SCSA VIS course. Industry recommends delivery via SBT or SCSA VIS course, to ensure students access quality and relevant work placements. | Assessment in a workplace and/or simulated environment is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources. Some units of competency require assessment evidence to be collected from multiple client interactions, with individuals presenting with a range of challenging behaviours. |
| 52841WA | Certificate II in Introduction to Aged Care | This qualification develops the knowledge and skills for entry-level work in aged care. | No | Yes | No | No | N/A | This qualification can only be delivered via a DTWD-funded pre-traineeship program. This delivery pathway requires students to complete quality and relevant work placements in a community services setting. A selection process should be undertaken before enrolment, to ensure students have an appropriate level of maturity to work in this industry. Mandatory vaccination may be required for students to undertake the work placement component. This qualification may be used as a pathway into a Certificate III traineeship within the community services sector, or potential employment in the aged care sector. | There is a minimum work placement requirement of 100 hours. |

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Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspic ing advice | Further advice | |
| 52840WA | Certificate II in Introduction to Disability Care | This qualification develops the knowledge and skills for entry-level work in disability care. | No | Yes | No | No | N/A | <p>This qualification can only be delivered via a DTWD-funded pre-traineeship program. This delivery pathway requires students to complete quality and relevant work placements in a community services setting.</p> <p>A selection process should be undertaken before enrolment, to ensure students have an appropriate level of maturity to work in this industry.</p> <p>Mandatory vaccination may be required for students to undertake the work placement component.</p> <p>This qualification may be used as a pathway into a Certificate III traineeship within the community services sector, or potential employment in the disability sector.</p> | There is a minimum work placement requirement of 100 hours. |
| CHC34015 | Certificate III in Active Volunteering | This qualification develops the knowledge and skills for entry-level volunteer work. | Yes | No | No | No | | <p>This qualification does not provide an occupational outcome.</p> <p>This qualification includes a number of elective units of competency that are not suitable for secondary students.</p> <p>Mandatory vaccination may be required for students to undertake the work placement component.</p> | <p>There is a minimum work placement requirement of 20 hours.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.</p> |
| CHC32015 | Certificate III in Community Services | This qualification develops entry-level skills to work in a range of community services occupations. | Yes | No | No | No | High risk | <p>It is strongly recommended that students undertaking this qualification do relevant work placements in a community services setting. Some electives also have minimum work practice hours as a requirement.</p> <p>Suitable work placements for secondary students may be difficult to find.</p> <p>Caution should be exercised in choosing electives as some may not be suitable for secondary students.</p> <p>This qualification provides a good pathway to higher level community services qualifications. However, there are limited direct employment outcomes for this qualification; and its attainment can limit access to funding for other qualifications within this sector, which have more specific employment outcomes.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspic ing arrangement.</p> | <p>Assessment in a workplace and/or simulated environment that reflects workplace conditions is required.</p> <p>Some units of competency require assessment:</p> <ul style="list-style-type: none"> in an environment that provides realistic in-depth industry validated scenarios and simulations to assess students' skills and knowledge; and/or evidence to be collected from multiple client interactions, with individuals presenting with a range of situations and/or challenging behaviours. |

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CHC30121 | Certificate III in Early Childhood Education and Care | This qualification develops the knowledge and skills to work in an early childhood education setting. | Yes | No | No | Yes | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry recommends delivery via SBT or SCSA VIS course, as students need to complete quality and relevant work placements.</p> <p>Only minimal use of classroom-based simulated learning should be utilised.</p> <p>As all individuals under 18 years of age must be constantly supervised, this may impact on their ability to secure work placements and employment.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>Students may be required to have immunisations to work in the early childhood education and care sector.</p> | <p>All individuals under 18 years of age must be constantly supervised.</p> <p>There is a minimum work placement requirement of 160 hours in a regulated children's education and care service.</p> <p>Assessment in a workplace is required and must be undertaken in a regulated education and care service.</p> |
| CHC30221 | Certificate III in School Based Education Support | This qualification develops the knowledge and skills to provide assistance and support to teachers and students in educational settings. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry recommends delivery via a SCSA VIS course, as students should complete quality and relevant work placements. These should be undertaken in a school with substantial preparation and support from the host teacher.</p> <p>Only minimal use of classroom-based simulated learning should be utilised.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> <p>A selection process should be undertaken before enrolment, to ensure students have an appropriate level of maturity to work in this industry.</p> | <p>There is a minimum work placement requirement of 100 hours in a classroom environment catering to primary or secondary students.</p> <p>Assessment in a workplace is required.</p> |

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|---------------|---------------------------------------|--|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CHC33015 | Certificate III in Individual Support | This qualification develops the knowledge and skills to undertake specialised tasks and functions and provide support to people in residential, home or community based aged service environments who require assistance due to ageing, disability or some other reason. | Yes | No | No | Yes | N/A – IBT is not supported | <p>Delivery is only supported via SBT, to ensure access to quality and relevant work placements in a health setting or a community-based service. There are two SBT streams available – ageing and disability work.</p> <p>Institutional delivery to secondary students is not supported, as the level of knowledge and skills required by industry generally cannot be adequately achieved through this option. This may also present challenges securing the required work placements within the sector.</p> <p>A selection process should be undertaken before enrolment to ensure students have an appropriate level of maturity to work in this industry.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> <p>Schools and RTOs should ensure that placements occur at a site that has dedicated supervision of the student, to guard against risk to the student and client and ensure that all duty of care requirements are met. The scope of practice of a student on placement needs to be clear prior to commencing the placement.</p> | <p>There is a minimum work placement requirement of 120 hours.</p> <p>Assessment in a workplace is required.</p> |
| CHC43015 | Certificate IV in Ageing Support | This qualification develops the knowledge and skills to undertake specialised tasks and functions in residential, home or community based aged service environments. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity, and difficulties in finding relevant work placements.</p> <p>This is a supervisory-level qualification involving planning, implementation and review of service delivery. Industry advises that workers new to the sector, especially school students, would not be permitted to undertake supervisory roles due to the risks involved and experience required.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> | <p>There is a minimum work placement requirement of 120 hours.</p> <p>Assessment in a workplace is required.</p> |
| CHC42015 | Certificate IV in Community Services | This qualification develops the knowledge and skills to design and deliver services across a range of community service settings, including advocacy and interventions to individual clients, groups or communities. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity, and difficulties in finding relevant work placements.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources.</p> |

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|---------------|--|---|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CHC43115 | Certificate IV in Disability | This qualification develops the knowledge and skills to provide training and support to people with disabilities. Work is undertaken without direct supervision and may include supervision and/or coordination of a small team. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity, and difficulties in finding relevant work placements.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> <p>Graduates of this qualification are expected to work without direct supervision and may involve supervision of a small team. Industry advises that workers new to the sector, especially school students, would not be permitted to undertake such a role due to the risks involved and experience required.</p> | <p>There is a minimum work placement requirement of 120 hours.</p> <p>Assessment in a workplace is required.</p> |
| CHC40221 | Certificate IV in School Based Education Support | This qualification develops more specialised skills in providing assistance and support to teachers and students in educational settings. | Yes | No | No | No | | <p>Students should complete CHC30221 <i>Certificate III in School Based Education Support</i> before commencing this qualification.</p> <p>Work placements should be undertaken in a school with substantial preparation and support from the host teacher. Placements do not need to be in a high needs education support centre, as mainstream classrooms can meet the training requirements.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> <p>Only minimal use of classroom based simulated learning should be utilised.</p> | <p>There is a minimum work placement requirement of 100 hours in a classroom environment catering to primary or secondary students.</p> <p>Assessment in a workplace is required.</p> |
| CHC43315 | Certificate IV in Mental Health | This qualification develops the knowledge and skills to provide support for people affected by mental illness and psychiatric disability. Work is carried out autonomously under the broad guidance of other practitioners and professionals. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> <p>Graduates of this qualification are expected to work autonomously under the guidance of other practitioners and professionals. Industry advises that workers new to the sector, especially school students, would not be permitted to undertake such a role due to the risks involved and experience required.</p> | <p>There is a minimum work placement requirement of 80 hours.</p> <p>Assessment in a workplace is required.</p> |
| CHC40113 | Certificate IV in School Age Education and Care | This qualification develops the knowledge and skills to work with school age children in outside school hours care and vacation programs. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity, and difficulties in finding relevant work placements.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.</p> |

Green

All delivery options supported subject to industry advice.

Orange

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Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| CHC40413 | Certificate IV in Youth Work | This qualification develops the knowledge and skills to develop and facilitate programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard. There are also issues relating to students' age/maturity and difficulties in finding relevant work placements. | Assessment in a workplace and/or simulated environment is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources. |
| CHC52015 | Diploma of Community Services | This qualification develops supervisory and managerial skills to manage, coordinate and/or deliver services to individuals, groups and communities. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. It is not possible for secondary students to undertake fieldwork practice at this level in any community service role. There are also issues relating to students' age/maturity. Mandatory vaccination may be required for students to undertake the placement component. | There is a minimum work placement requirement of 100 hours. Assessment in a workplace is required. |
| CHC51015 | Diploma of Counselling | This qualification develops the knowledge and skills to work as a counsellor using established counselling modalities. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. There are also issues relating to students' age/maturity and difficulties in finding relevant work placements. | Assessment in a workplace and/or simulated environment is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources. |
| CHC50121 | Diploma of Early Childhood Education and Care | This qualification develops the knowledge and skills of early childhood educators who design and implement curriculum in early childhood education and care services. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard. It would be difficult for a person under 18 years of age to undertake the responsibilities required of a diploma holder in an education and/or care setting. There are also issues relating to students' maturity and difficulties in finding relevant work placements. Mandatory vaccination may be required for students to undertake the placement component. | Students must already hold a CHC30121 <i>Certificate III in Early Childhood Education and Care</i> to be eligible to enrol in CHC50121 <i>Diploma of Early Childhood Education and Care</i> . Individuals under 18 years of age must be constantly supervised. There is a minimum work placement requirement of 280 hours in a regulated children's education and care service. Assessment in a workplace is required and must be undertaken in at least one regulated education and care service. |

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Creative industries

For further information on the creative industries, go to futurenow.org.au

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| CUA10220 | Certificate I in Aboriginal and/or Torres Strait Islander Cultural Arts | This qualification develops the fundamental creative and technical skills that underpin visual arts and craft practice in an Aboriginal and Torres Strait Islander cultural arts context. | Yes | No | No | No | | This qualification is only suitable for Aboriginal and Torres Strait Islander students. This qualification is also available as a SCSA VIS course. | Local cultural knowledge is necessary to achieve some of the units of competency and may only be accessible to Aboriginal or Torres Strait Islander students. Those offering this qualification would be expected to work closely with the local Aboriginal and/or Torres Strait Islander visual artists, their communities and relevant cultural/arts organisations. |
| CUA10120 | Certificate I in Dance | This qualification develops basic knowledge and skills to prepare for work in the live performance industry. | Yes | No | No | No | | This qualification does not provide any occupational outcomes. | Some units of competency require access to appropriate dance performance areas or spaces. |
| CUA10320 | Certificate I in Visual Arts | This qualification develops fundamental creative and technical skills required for further study in visual arts and craft practice. | Yes | No | No | No | | This qualification does not provide any occupational outcomes. | |
| CUA20220 | Certificate II in Creative Industries | This qualification provides a pathway into further training across a range of creative and cultural industries including entertainment customer service, television and broadcasting and theatre. | Yes | No | No | Yes | | This qualification is also available as a SCSA VIS course. | Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work. <i>Achievement of CPCCWHS1001 Prepare to work safely in the construction industry from the Construction, Plumbing and Services Training Package fulfils this requirement.</i> |
| CUA20120 | Certificate II in Dance | This qualification develops basic technical knowledge and skills to prepare for work in the live performance industry. | Yes | No | No | No | | | Some units of competency require access to appropriate dance performance areas or spaces. |

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|---------------|---|---|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CUA20520 | Certificate II in Information and Cultural Services | This qualification develops the knowledge and skills for customer service roles in creative and cultural industries including libraries, museums and galleries. | Yes | No | No | Yes | | | |
| CUA20620 | Certificate II in Music | This qualification develops employability skills and provides a practical introduction to the music industry. | Yes | No | No | Yes | | This qualification is also available as a SCSA VIS course. | |
| CUA20720 | Certificate II in Visual Arts | This qualification develops introductory visual arts skills which can be developed and later applied across a range of design job roles. | Yes | No | No | No | | This qualification is also available as a SCSA VIS course. | |
| CUA30620 | Certificate III in Arts and Cultural Administration | This qualification develops the knowledge and skills to work in administrative roles across a range of arts organisations. | Yes | No | No | Yes | | A selection process should be undertaken before enrolment to determine if the student has the required industry knowledge, skills and experience to undertake the qualification. | |
| CUA30320 | Certificate III in Assistant Dance Teaching | This qualification develops the knowledge and skills to work as an assistant dance teacher in the private dance teaching industry. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the core and elective units of competency which require students to be responsible for the health, safety and behaviour of children up to 18 years of age in a high risk environment. | Students over 18 years of age require a Working with Children Check to complete the workplace component of this qualification. Assessment in a workplace is required. |
| 52834WA | Certificate III in Ballet Performance | This qualification provides an accredited, advanced level of training for individuals wishing to pursue a career in classical ballet. | Yes | No | No | No | N/A | A strict selection process is applied. | This qualification is the intellectual property of Charlesworth Ballet. Enquiries regarding delivery of this qualification should be directed to Charlesworth Ballet Institute. |

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| CUA30120 | Certificate III in Dance | This qualification develops entry-level dance skills to work in the live performance industry. | Yes | No | No | No | High risk | <p>This qualification is designed to enable students to work towards a professional dance standard. A selection process should be undertaken before enrolment, to determine if the student has the required industry knowledge, skills and experience to undertake the qualification.</p> <p>This qualification includes the core unit CUAWHS301 <i>Condition the Body for Dance Performance</i>, which has a high risk of injury and students are expected to exercise discretion.</p> <p>Delivery should be undertaken by an industry-qualified trainer, due to the potential health and safety risks associated with the qualification.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments.</p> <p>The assessment environment must include access to:</p> <ul style="list-style-type: none"> • relevant resources and equipment; • opportunities for rehearsals; and • performances in either a real or simulated situation. |
| CUA30420 | Certificate III in Live Production and Technical Services | This qualification develops the knowledge and skills to provide administrative or technical support services for the entertainment industry. | Yes | No | No | No | High risk | <p>A selection process should be undertaken before enrolment, to determine if the student has the required industry knowledge, skills and experience to undertake the qualification.</p> <p>The dogging and rigging units of competency are not suitable for secondary students, due to licensing requirements and their high risk nature.</p> <p>A live production environment is inherently high risk and usually involves working at height, in dark spaces, with crowds, and handling electrical equipment. A simulated workplace environment must include these factors to meet industry standards.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>Work placements are likely to be difficult to find, due to the significant health and safety risks.</p> | Assessment in a workplace and/or simulated environment is required. |
| CUA30920 | Certificate III in Music | This qualification develops the knowledge and skills to work in the music industry, such as in a support team. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>A selection process should be undertaken before enrolment, to determine if the student has the required industry knowledge, skills and experience to undertake the qualification.</p> <p>Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure students are trained in current industry practices and standards.</p> | <p>Sets and staging for some performances or events may fall within the definition of construction work. To undertake this work, the general induction training program specified by the National Code of Practice for Induction Training for Construction Work.</p> <p>Achievement of CPCCWHS1001 <i>Prepare to work safely in the construction industry</i> from the Construction, Plumbing and Services Training Package fulfils this requirement.</p> |

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|---------------|--|--|----------------------------|-------|-----|-----|------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| CUA30720 | Certificate III in Design Fundamentals | This qualification develops a broad range of introductory technical and conceptual design skills. | Yes | No | No | No | | <p>A selection process should be undertaken before enrolment, to determine if the student has the required industry knowledge, skills and experience to undertake the qualification.</p> <p>It is vital that training delivery meets industry practices and requirements, especially the type of software used. Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure this occurs.</p> <p>This qualification may be used as a pathway to CUA41120 <i>Certificate IV in Photography and Digital Imaging</i> or CUA50920 <i>Diploma of Photography and Digital Imaging</i>.</p> | |
| CUA31020 | Certificate III in Screen and Media | This qualification develops the knowledge and skills to work as an assistant operator in digital video, radio and technical production services. | Yes | No | No | No | High Risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>A selection process should be undertaken before enrolment, to determine if the student has the required industry knowledge, skills and experience to undertake the qualification.</p> <p>Safety in the workplace is paramount. Schools and RTOs should undertake a rigorous occupational health and safety assessment of proposed filming environments, to ensure students are in safe working environments.</p> <p>The dogging and rigging units of competency are not suitable for secondary students, due to licensing requirements and their high-risk nature.</p> <p>It is vital that delivery meets current industry practices and requirements, especially the type of software used. Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure this occurs.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement.</p> | Assembling sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work. Achieving 'CPCCWHS1001 Prepare to work safely in the construction industry' fulfils this requirement. |
| CUA31120 | Certificate III in Visual Arts | This qualification develops introductory knowledge of art theory and history and develops a range of visual arts skills. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>A selection process should be undertaken before enrolment, to determine if the student has the required industry knowledge, skills and experience to undertake the qualification.</p> <p>Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure students are trained in current industry practices and standards.</p> <p>This qualification may be used as a pathway to CUA41120 <i>Certificate IV in Photography and Digital Imaging</i> or CUA50920 <i>Diploma of Photography and Digital Imaging</i>.</p> | |

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|---------------|---|---|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CUA40120 | Certificate IV in Dance | This qualification develops the knowledge and skills to work in a wide variety of dance performance contexts. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported due to the skill level, experience and maturity required to complete the qualification to an industry standard. | Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the creative arts industry environments, and include access to specified dance performance areas, materials, resources and equipment. Individuals must complete an audition or provide another form of evidence that demonstrates their competence in at least one dance style equivalent to AQF Level 3 or above. |
| CUA40320 | Certificate IV in Dance Teaching and Management | This qualification develops the knowledge and skills to work in a variety of dance teaching contexts, including private dance studios. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Some units of competency require access to safe dance or movement teaching areas. Individuals must complete an audition or provide another form of evidence that demonstrates their competence in at least one dance style equivalent to AQF Level 4 or above. |
| CUA40720 | Certificate IV in Design | This qualification develops the ability to apply integrated technical and theoretical knowledge to develop concepts and solutions in response to a brief. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the design process field of work, and includes access to materials, resources and equipment used in the development of technical and conceptual skills in the relevant design context. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|--------|--|---|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| CUA40420 | Certificate IV in Live Production and Technical Services | This qualification develops broad knowledge and skills for a range of technical production roles in the entertainment industry. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. The dogging and rigging units of competency are not suitable for secondary students, due to licensing requirements and their high-risk nature. A live production environment is inherently high risk and usually involves working at height, in dark spaces, with crowds, and handling electrical equipment. A simulated workplace environment must include these factors to meet industry standards. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement. Work placements are likely to be difficult to find, due to the significant health and safety risks. | Assessment in a workplace and/or simulated environment is required. Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the creativity arts industry environments and includes access to relevant resources. Individuals must provide evidence of their skills in live production and technical services as a course entry requirement. |
| CUA40920 | Certificate IV in Music | This qualification develops broad knowledge and skills in music performance, sound production or music business. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels: CPCCLDG3001, CPCCLRG 3001, 3002 and 4001. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work. |
| CUA40520 | Certificate IV in Musical Theatre | This qualification develops the knowledge and skills to work in a wide variety of performance contexts that require a combination of singing, dancing and acting skills. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level, experience and maturity required to complete the qualification to an industry standard. | Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the creative arts industry environments and include access to specified performance/audition areas, materials, resources and equipment. |
| CUA41120 | Certificate IV in Photography and Digital Imaging | This qualification develops the knowledge and skills to work in photo imaging. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. Industry recommends schools consider CUA31120 <i>Certificate III in Visual Arts</i> or CUA30720 <i>Certificate III in Design Fundamentals</i> , which each include elements of photography and digital imaging. | Assessment in a workplace and/or simulated environment is required. Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. |
| Green | All delivery options supported subject to industry advice. | | | | Orange | Not all delivery options are supported or industry has concerns about a delivery option. | | Red | NOT supported for delivery to school students. |

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspiring advice | Further advice | |
| CUA41220 | Certificate IV in Screen and Media | This qualification develops broad knowledge and basic skills in a variety of contexts in the screen, media, broadcasting and entertainment industries. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | |
| CUA41320 | Certificate IV in Visual Arts | This qualification develops the knowledge and skills to work in a range of different visual arts, craft and design work environments at a pre-professional level in a range of art forms. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | |
| CUA51520 | Diploma of Professional Dance (Elite Performance) | This qualification develops the dance skills to work in professional dance companies. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level, experience and maturity required to complete the qualification to an industry standard. | Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the creative arts industry environments; and include access to specified performance areas, materials, resources and equipment. Individuals must complete an audition or provide another form of evidence that demonstrates their competence in at least one dance style equivalent to AQF Level 4 or above. |
| CUA50220 | Diploma of Musical Theatre | This qualification develops the knowledge and skills to work as a performer in musical theatre and cabaret productions. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level, experience and maturity required to complete the qualification to an industry standard. | Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the creative arts industry environments; and include access to specified performance areas, materials, resources and equipment and opportunities for competitive performance situations in either a real or simulated situation. |

Green All delivery options supported subject to industry advice.


Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|-----------------------------|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| CUA51020 | Diploma of Screen and Media | This qualification develops the knowledge and skills to work in interactive media industries. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and includes access to: <ul style="list-style-type: none"> a full range of background information required to evaluate the operational factors that will affect the implementation of concepts; and opportunities to collaborate with others throughout the concept development process. |

Electrical/Electronics



For further information on the electrical/electronics industries, go to ueea.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| UEE20520 | Certificate II in Computer Assembly and Repair  | This qualification develops the knowledge and skills to assemble computers and carry out routine hardware repairs. | Yes | No | No | No | | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment, and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. | Assessment in a workplace and/or simulated environment is required. Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| UEE20720 | Certificate II in Data and Voice Communications  | This qualification develops the knowledge and skills to select, assemble, set up and maintain simple voice communication equipment and systems. | Yes | No | No | Yes | | <p>Industry's preferred qualification for secondary students seeking a career as an electrician is UEE22020 Certificate II in Electrotechnology (Career Start)</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported via SBT, as sufficient evidence of work experience and the successful completion of this qualification is required for an ACMA Open Cabling Registration. The level of knowledge and skills required by industry generally can only be achieved through on the job experience.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer and students complete quality and relevant work placements in suitably equipped and staffed electrotechnology settings, to ensure they are trained in current industry practices and standards.</p> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment, and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> <p>Nominal duration of the SBT is 18 months.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions.</p> <p>Work experience gained under state and territory school-based programs is not sufficient evidence of practical experience when applying for a restricted or open registration.</p> <p>A candidate applying for a restricted or open registration must provide sufficient evidence of actual on the job cabling experience, in accordance with the Australian Communications and Media Authority's (ACMA) Cabling Provider Rules, in addition to any experience gained during the training.</p> |
| UEE20920 | Certificate II in Electronic Assembly  | This qualification develops the knowledge and skills to select components, assemble electronic sub-systems and carry out re-works. | Yes | No | No | No | | <p>Industry's preferred qualification for secondary students seeking a career as an electrician is UEE22020 Certificate II in Electrotechnology (Career Start)</p> <p>It is recommended that assessment is undertaken in the workplace.</p> <p>Delivery and assessment should be undertaken by an industry (or trade) qualified trainer/assessor, to ensure students are trained in current industry practices and standards.</p> <p>Safety in the workplace is considered paramount.</p> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment, and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| UEE21920 | Certificate II in Electronics  | This qualification develops the knowledge and skills to select, assemble, set up and maintain electronic devices. | Yes | No | No | Yes | | <p>Industry's preferred qualification for secondary students seeking a career as an electrician is UEE22020 Certificate II in Electrotechnology (Career Start)</p> <p>It is recommended that assessment is undertaken in the workplace.</p> <p>Delivery and assessment should be undertaken by an industry (or trade) qualified trainer/assessor, to ensure students are trained in current industry practices and standards.</p> <p>Safety in the workplace is considered paramount.</p> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions.</p> |
| UEE22020 | Certificate II in Electrotechnology (Career Start)  | This qualification develops entry level knowledge and skills for work in any electrotechnology discipline. | Yes | Yes | No | No | | <p>Industry recommends this qualification for delivery to secondary students as the preferred pathway into UEE30820 Certificate III in Electrotechnology Electrician and UEE33020 Certificate III in Electrical Fitting.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported via DTWD-funded PATiS or SCSA VIS course, as students should access quality and relevant work placements in suitably equipped and staffed electrotechnology settings.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> | <p>A training licence from Energy Safety is required for work placement. Energy Safety advises that students who do not hold an Electrician's Training Licence:</p> <ul style="list-style-type: none"> cannot be sent into roof spaces; pull cables into or within buildings; affix switchboards, switches or socket outlets; or install conduits in buildings; and can assist with unskilled tasks. They may dig and backfill trenches; lay sand padding, conduits or cable in trenches; carry tools, equipment, conduits and cables on and off sites and similar jobs. <p>If unsure for any reason, please contact Energy Safety.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| 22527VIC | Certificate II in Integrated Technologies (Pre-vocational)  | This qualification develops pre-vocational knowledge and skills for use in the electrotechnology, telecommunications, and information technology and security systems industries. | Yes | No | No | No | | Students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace. There are limited direct employment opportunities for this qualification. It may provide a pathway into other electrotechnology qualifications. | Assessment in a workplace and/or simulated environment is required. Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions. Work experience gained under state and territory school-based programs is not sufficient evidence of practical experience when applying for a restricted or open registration. A candidate applying for a restricted or open registration must provide sufficient evidence of actual on the job cabling experience in accordance with the Australian Communications and Media Authority's (ACMA) Cabling Provider Rules, in addition to any experience gained during the training. |
| UEE32220 | Certificate III in Air-conditioning and Refrigeration  | This qualification develops the knowledge and skills to install, set up, test, fault find, repair and maintain refrigeration systems and equipment. | No | No | Yes | No | N/A | This qualification is not currently recognised by the WA Electrical Licensing Board for issuance of the Restricted Electrical Licence required for training. The WA Electrical Licensing Board only recognises MEM30219 <i>Certificate III in Engineering – Mechanical Trade</i> (Refrigeration and Air-conditioning stream) for this licence. Delivery and assessment should be undertaken by an industry (or trade) qualified trainer/assessor, to ensure students are trained in current industry practices and standards. Safety in the workplace is considered paramount. Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. No RTOs are currently delivering this qualification in WA. | A <i>Refrigeration and Air Conditioning Training Licence</i> (TL000) is required before commencing the SBA. Trainer assessors must also hold either a full (RAC01) or restricted (RDR04) <i>Refrigerant Handling Licence</i> (RAC01) to meet supervision requirements. Assessment in a workplace and/or simulated environment is required. Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspic ing advice | Further advice | |
| UEE32120 | Certificate III in Appliance Service  | This qualification develops the knowledge and skills to set up, service and repair electrical and refrigerated appliances. | No | No | Yes | No | N/A | <p>The gas elective units of competency require a training license from the Energy Regulator.</p> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> | <p>A Refrigeration and Air Conditioning Training Licence (TL000) is required before commencing the SBA.</p> <p>Trainer assessors must also hold either a full (RAC01) or restricted (RDR04) Refrigerant Handling Licence (RAC01) to meet supervision requirements.</p> <p>A Class G Gasfitting Permit is required, and must be approved by the Energy Regulator.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions.</p> |
| UEE30120 | Certificate III in Business Equipment  | This qualification develops the knowledge and skills to install, set up, test, fault find, repair and maintain office equipment. | No | No | Yes | No | N/A | <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> <p>No RTOs in Australia have this qualification on scope.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions.</p> |
| UEE30220 | Certificate III in Computer Systems Equipment  | This qualification develops the knowledge and skills to select, install, set up, test, fault find, repair and maintain computer equipment. | No | No | Yes | No | N/A | <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> <p>No RTOs in Australia have this qualification on scope.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions.</p> |
| UEE30320 | Certificate III in Custom Electronics Installations  | This qualification develops the knowledge and skills to select, install, set up and test surround sound, home theatre and integration aspects for 'intelligent houses'. | No | No | Yes | No | N/A | <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions.</p> <p>The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> <p>No RTOs in Australia have this qualification on scope.</p> | <p>This qualification covers the scope of the Custom Electronic Design & Installation Associations (CEDIA) certification level 2.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities and as far as practicable reproduce and replicate real life workplace conditions.</p> |

Green






All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red




NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| UEE30420 | Certificate III in Data and Voice Communications  | This qualification develops the knowledge and skills to select, install, set up, test, fault find, repair and maintain telecommunications and high-performance data services. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. | This qualification includes Australian Communications and Media Authorities (ACMA) requirements for Open Cabler Registration. Assessment in a workplace and/or simulated environment is required. Where simulation is used, it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |
| UEE30620 | Certificate III in Electrical Machine Repair  | This qualification develops the knowledge and skills to overhaul and repair motors, transformers and control gears including rewinding. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. No RTOs are currently delivering this qualification in WA. | Assessment in a workplace and/or simulated environment is required. Where simulation is used, it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |
| UEE30920 | Certificate III in Electronics and Communications  | This qualification develops the knowledge and skills to select, install, set up, test, fault find, repair and maintain electronic equipment and devices at component/sub-assembly level. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. | Assessment in a workplace and/or simulated environment is required. Where simulation is used, it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |
| UEE31020 | Certificate III in Fire Protection Control  | This qualification develops the knowledge and skills to select, install, set up, test, fault find, repair and maintain fire protection systems. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. No RTOs are currently delivering this qualification in WA. | Assessment in a workplace and/or simulated environment is required. Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |
| UEE31220 | Certificate III in Instrumentation and Control  | This qualification develops the knowledge and skills to select, install, set up, test, fault find, repair and maintain systems and devices for measurement and recording and related process control. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. | Assessment in a workplace and/or simulated environment is required. Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |

Green All delivery options supported subject to industry advice.



Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicung advice | Further advice | |
| UEE31420 | Certificate III in Security Equipment  | This qualification develops knowledge and skills in the installation and pre-commissioning set up of wired and wireless security systems. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. | Assessment in a workplace and/or simulated environment is required. Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |
| UEE30720 | Certificate III in Switchgear and Controlgear  | This qualification develops the knowledge and skills to construct, assemble and wire switchboards and control panels. | No | No | Yes | No | N/A | Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested. No RTOs are currently delivering this qualification in WA. | Assessment in a workplace and/or simulated environment is required. Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |
| UEE40720 | Certificate IV in Electronics and Communications  | This qualification develops the knowledge and skills to install, set up, test and repair a range of electronic devices. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. Industry's preferred qualification for secondary students is UEE30920 <i>Certificate III in Electronics and Communications</i> . | Assessment in a workplace and/or simulated environment is required. Where simulation is used it must involve realistic and authentic activities, and as far as practicable reproduce and replicate real life workplace conditions. |

Engineering





For further information on the engineering industry, go to ueea.org.au




| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicung advice | Further advice | |
| MEM10119 | Certificate I in Engineering  | This qualification provides an introduction to the engineering trade and develops employability skills and some basic skills to operate equipment. | Yes | No | No | No | | This qualification is also available as a SCSA VIS course. It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards. | Assessment in a workplace and/or simulated environment is required. |
| MSM10216 | Certificate I in Manufacturing (Pathways)  | This qualification provides an introduction to the manufacturing industry and develops employability skills and some basic skills to operate equipment. | Yes | No | No | No | | It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards. | Assessment in a workplace and/or simulated environment is required. |

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Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.




| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|--|-----|------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| MEM20305 | Certificate II in Boating Services  | This qualification develops the knowledge and skills to operate safely in a boating environment and undertake a range of tasks on marine craft. | Yes | No | No | No | | It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards. | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must include access to all applicable equipment and documentation. |
| MEM20105 | Certificate II in Engineering  | This qualification develops the employability and technical skills required to pursue an apprenticeship in an engineering trade. | Yes | Yes | No | Yes | High risk | <p>This qualification is also available as a SCSA VIS course.</p> <p>Delivery is only supported via SBT, DTWD-funded PATiS or SCSA VIS course as this is a trade pathway qualification. These pathways require students to complete quality and relevant work placements in suitably equipped and staffed engineering settings. This will enhance students' transitions into a related apprenticeship.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement.</p> <p>If this qualification cannot be undertaken via SBT, DTWD-funded PATiS or SCSA VIS course, industry recommends MEM20413 <i>Certificate II in Engineering Pathways</i> as an alternative.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units.</p> <p>All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency.</p> |
| MEM20413 | Certificate II in Engineering Pathways  | This qualification provides exposure to an engineering or related environment and develops basic knowledge and skills for further training in engineering. | Yes | No | No | No | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer and students complete quality and relevant work placements in suitably equipped and staffed engineering settings, to ensure they are trained in current industry practices and standards.</p> | Assessment in a workplace and/or simulated environment that reflects realistic workplace conditions is required. |
| MEM20219 | Certificate II in Engineering – Production Technology  | This qualification develops the knowledge and skills for a wide range of engineering or manufacturing work, including production, distribution, stores and warehousing. | Yes | No | No | No | High risk | <p>This qualification is not suited, or designed for people who are not employed in an engineering production or manufacturing environment.</p> <p>It is strongly recommended that delivery is undertaken by a trade-qualified trainer and students complete quality and relevant work placements in suitably equipped and staffed engineering settings, to ensure they are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement.</p> | Assessment in a workplace and/or simulated environment that reflects realistic workplace conditions is required. |
| Green | All delivery options supported subject to industry advice. | | Orange | | Not all delivery options are supported or industry has concerns about a delivery option. | | | Red | NOT supported for delivery to school students. |

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| MSM21115 | Certificate II in Recreational Vehicle Manufacturing  | This qualification develops entry level knowledge and skills in recreational vehicle manufacturing. | Yes | No | No | Yes | High risk | Industry prefers delivery via SBT, as students should access quality and relevant work placements in suitably equipped and staffed recreational vehicle manufacturing settings. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Assessment must include access to all applicable tools, equipment, materials and documentation. |
| MEM31119 | Certificate III in Engineering - Composites Trade  | This qualification develops the knowledge and skills to work with composites within the metal, engineering, manufacturing and associated industries. | No | No | Yes | No | N/A | | Assessment in a workplace and/or simulated environment is required. Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units. All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency. |
| MEM30405 | Certificate III in Engineering – Electrical Electronic Trade  | This qualification develops the knowledge and skills for employment as an Engineering Tradesperson-Electrical/Electronic within the metal, engineering, manufacturing and associated industries. It includes the design, assembly, manufacture, installation, modification, testing, fault finding, commissioning, maintenance and service of all electrical and electronic devices systems, equipment and controls. | No | No | Yes | No | N/A | The WA Electrical Licensing Board does not issue electrical training licences for this qualification. No RTOs are currently delivering this qualification in WA. For teach-out arrangements only. No new enrolments | Assessment in a workplace and/or simulated environment is required. Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units. All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency. |

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspic ing advice | Further advice | |
| MEM30319 | Certificate III in Engineering - Fabrication Trade  | This qualification develops the knowledge and skills to work as an engineering tradesperson in metal fabrication. | No | No | No | No | N/A | It is anticipated that this qualification will soon be available as an SBA. | Assessment in a workplace and/or simulated environment is required. Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units. All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency. This qualification must be undertaken through a training contract or formal trade recognition assessment processes. |
| MEM30219 | Certificate III in Engineering - Mechanical Trade  | This qualification develops the knowledge and skills to work as an engineering tradesperson. | No | No | No | No | N/A | It is anticipated that this qualification will soon be available as an SBA. | Assessment in a workplace and/or simulated environment is required. Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units. All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency. This qualification must be undertaken through a training contract or formal trade recognition assessment processes. |
| MEM30505 | Certificate III in Engineering – Technical  | This qualification develops introductory knowledge and skills to undertake further training in engineering related areas. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspic ing arrangement. | Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units. All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency. |

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|---------------|---|---|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicng advice | Further advice | |
| MEM30619 | Certificate III in Jewellery Manufacture | This qualification develops the knowledge and skills to design and produce and repair jewellery. | Yes | No | No | No | | It is anticipated that this qualification will soon be available as an SBA. | <p>Assessment in a workplace and/or simulated environment that reflects realistic workplace conditions is required.</p> <p>Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units.</p> <p>All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency.</p> <p>This qualification must be undertaken through a training contract or formal trade recognition assessment processes.</p> |
| MEM30719 | Certificate III in Marine Craft Construction  | This qualification develops the knowledge and skills to build, service and repair marine craft. | No | No | No | No | N/A | It is anticipated that this qualification will soon be available as an SBA. | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units.</p> <p>All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency.</p> <p>This qualification must be undertaken through a training contract or formal trade recognition assessment processes.</p> |
| MEM50212 | Diploma of Engineering – Technical  | This qualification is intended for individuals who hold an engineering trade qualification. It develops specialised knowledge and skills for employment at para-professional levels in the aeronautical and avionic fields. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported as this qualification was designed as a post-Year 12 alternative to university, and requires a high level of mathematics. | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency must include assessment evidence of performance in a productive work environment, where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units.</p> <p>All outcomes must reflect the standard of performance required of the work associated with the unit(s) of competency.</p> |

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Financial services

For further information on the financial services industry, go to fapstc.org.au

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| FNS10120 | Certificate I in Basic Financial Literacy | This preparatory qualification develops an understanding of the financial services industry and introductory financial literacy skills for personal financial situations. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>Teachers delivering under auspecting arrangements need to consider how they will meet and maintain industry currency requirements.</p> <p>This qualification does not provide any occupational outcomes. It provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry. It has wide application and may be used as part of pre-vocational or new apprenticeship program.</p> <p>No RTOs are currently delivering this qualification in WA.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the financial literacy field of work; and access to specified materials, resources and equipment.</p> |
| FNS20120 | Certificate II in Financial Services | This qualification develops financial literacy and basic financial skills. | Yes | No | No | Yes | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry prefers delivery via SBT or a SCSA VIS course, as students should complete quality and relevant work placements to ensure they are trained in current industry practices and standards.</p> <p>Teachers delivering under auspecting arrangements need to consider how they will meet and maintain industry currency requirements.</p> <p>It provides a pathway into entry level employment in the financial services industry and further training in financial services.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence which demonstrates consistent performance of typical activities experienced in the financial literacy field of work; and access to specified materials, resources and equipment.</p> |

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|---------------|--|--|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| FNS30317 | Certificate III in Accounts Administration | This qualification develops the knowledge and skills for entry level positions in accounts administration. | Yes | No | No | No | High risk | <p>A selection process should be undertaken before enrolment, to determine if the student has the literacy and numeracy skills required to undertake the qualification. Where this is not the case, industry recommends FNS20120 <i>Certificate II in Financial Services</i> or BSB20120 <i>Certificate II in Workplace Skills</i> as an alternative.</p> <p>This qualification should be delivered in a genuine, relevant financial services work environment/simulated workplace. Students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> <p>This qualification contains a number of units addressing specialist financial skills, which may be unsuitable for students or difficult to deliver and assess under an auspecting arrangement.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the accounting field of work; and access to specified materials, resources and equipment.</p> <p>No licensing or certification requirements apply to this qualification at the time of publication. However, some core units such as FNSINC311 <i>Work effectively in the financial services industry</i> and FNSACC312 <i>Administer subsidiary accounts and ledgers</i> may be subject to regulatory requirements. This may include persons providing a business activity statement (BAS) service for a fee requiring registration by the Tax Practitioners Board and adhering to the <i>Tax Agents Services Regulations 2009</i> legislative requirements. Other conditions, including a designated period of experience, apply.</p> |

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|---------------|--|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| FNS30120 | Certificate III in Financial Services | This qualification develops the knowledge and skills to undertake administrative, clerical and customer service roles in banking, credit management, insurance and retail financial services. | Yes | No | No | Yes | High risk | <p>This qualification contains a number of units addressing specialist financial skills, which may be unsuitable for students or difficult to deliver and assess under an auspicing arrangement. Delivery of elective units relating to the provision of financial advice is not supported for delivery to secondary students.</p> <p>A selection process should be undertaken before enrolment to determine if the student has the literacy and numeracy skills required to undertake the qualification. Where this is not the case, industry recommends FNS20115 <i>Certificate II in Financial Services</i> or BSB20120 <i>Certificate II in Workplace Skills</i> as an alternative.</p> <p>This qualification should be delivered in a genuine, relevant financial services work environment/simulated workplace. Students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement.</p> <p>Teachers delivering under auspicing arrangements need to consider how they will meet and maintain industry currency standards.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the accounting field of work; and access to specified materials, resources and equipment.</p> <p>Some units in this qualification may be subject to regulatory requirements depending on the workplace and duties performed. Schools are advised to check the regulatory requirements before proceeding to deliver this qualification.</p> |
| FNS40217 | Certificate IV in Accounting and Bookkeeping | This qualification develops the knowledge and skills to undertake accounting support roles or work as a bookkeeper. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>Students completing this qualification at school are unlikely to be employed in anything but entry level roles as they generally lack the work and industry experience required for employment in higher level positions.</p> <p>Students should complete a lower-level financial services qualification to enhance employment opportunities and/or progress into further training.</p> | <p>Persons providing a business activity statement (BAS) service for a fee must be registered by the Tax Practitioners Board and adhere to the Tax Agents Services Regulations 2009 legislative requirements. Other conditions, including a designated period of experience, apply.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment evidence that demonstrates consistent performance of typical activities experienced in the accounting field of work and access to specified materials, resources and equipment.</p> |


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Food processing


For further information on the food processing industry, go to fftitrainingcouncil.com.au

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|---------------|--|---|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| FBP20221 | Certificate II in Baking | This qualification develops the knowledge and skills to work as a baker's assistant in a commercial baking environment. | Yes | Yes | No | No | High risk | <p>Access to quality and relevant work placements, for example in a bakery with commercial machines, is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are some employment opportunities for this qualification, and it may provide a pathway to further training in food processing or cooking related occupations.</p> | Assessment in a workplace and/or simulated environment is required. |
| FBP20121 | Certificate II in Food Processing  | This qualification develops the knowledge and skills for entry level work in food, beverage and grain processing. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant work placements, including food processing facilities with commercial machines, is strongly recommended.</p> <p>Many units of competency in this qualification assume a basic level of mathematics equivalent to a Year 10 standard. If a student does not possess this level of mathematics, the unit FBPOPR2069 <i>Use Numerical applications in the workplace</i> should be selected as part of this qualification.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are reasonable employment opportunities for this qualification, and it can provide a pathway to further training in food related occupations.</p> | Assessment in a workplace and/or simulated environment is required. |

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| FBP20521 | Certificate II in Wine Industry Operations  | This qualification develops the knowledge and skills for entry level work in the wine industry with electives in bottling, packaging, cellar operations, laboratory and wine grape growing. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Access to quality and relevant work placements, for example in an operating winery, is strongly recommended.</p> <p>Many units of competency in this qualification assume a basic level of mathematics equivalent to a Year 10 standard. If a student does not possess this level of mathematics, the unit FBPOPR2069 <i>Use numerical applications in the workplace</i> should be selected as part of this qualification.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>There are good employment opportunities for this qualification. It also provides a pathway to further training in a variety of occupations.</p> | Assessment in a workplace and/or simulated environment is required. |
| FBP30521 | Certificate III in Baking | This qualification develops the knowledge and skills to work as a in a commercial baking environment, with a focus on bread, cake, pastry and biscuit products. | No | No | Yes | No | N/A | The employment opportunities for this qualification are very good. | Assessment in a workplace and/or simulated environment is required. |
| FBP30421 | Certificate III in Bread Baking | This qualification develops the knowledge and skills to work as a bread baker in a commercial baking environment. | No | No | Yes | No | N/A | The employment opportunities for this qualification are very good. | Assessment in a workplace and/or simulated environment is required. |
| FBP30321 | Certificate III in Cake and Pastry | This qualification develops the knowledge and skills to work as a pastry cook in a commercial baking environment. | No | No | Yes | No | N/A | The employment opportunities for this qualification are good. | Assessment in a workplace and/or simulated environment is required. |





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Furnishing

For further information on the furnishing industry, go to ffttrainingcouncil.com.au

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|---------------|--|---|----------------------------|-------|-----|-----|----------------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| MSF10113 | Certificate I in Furnishing  | This qualification develops the knowledge and skills in basic furnishing techniques. | Yes | No | No | No | | Industry's preferred qualification level for secondary students is Certificate II. Industry recommends schools consider the MSF20516 <i>Certificate II in Furniture Making Pathways</i> , which includes generic elements of furnishing training. This qualification does not have direct employment outcomes. | Assessment in a workplace and/or simulated environment is required. |
| MSF20213 | Certificate II in Furniture Finishing  | This qualification develops the knowledge and skills to dismantle, assemble and surface finish furniture. | Yes | No | No | Yes | N/A | No RTOs are currently delivering this qualification in WA. Access to quality and relevant work placements in an operating furniture business is strongly recommended. There are reasonable prospects of progressing to furniture industry apprenticeships. | Assessment in a workplace and/or simulated environment is required. |
| MSF20313 | Certificate II in Furniture Making  | This qualification develops the knowledge and skills to manufacture and install furniture. | Yes | Yes | No | Yes | N/A – IBT is not supported | Delivery is only supported via DTWD-funded PATiS or SBT, as quality and relevant work placements are required to support delivery and consolidate learning and ensure students are trained in current industry standards and practices. If this qualification cannot be undertaken via a DTWD-funded PATiS or SBT, industry recommends MSF20516 <i>Certificate II in Furniture Making Pathways</i> as an alternative. There are very good prospects of progressing to furniture industry apprenticeships. | Assessment in a workplace and/or simulated environment is required. |
| MSF20516 | Certificate II in Furniture Making Pathways  | This qualification develops introductory knowledge and skills in furniture making. | Yes | No | No | No | High Risk | Industry recommends this qualification for delivery to secondary students. This qualification provides an alternative for secondary students who are unable to undertake MSF20313 <i>Certificate II in Furniture Making</i> through a DTWD-funded PATiS or SBT. Students must have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace. It is recommended that delivery is undertaken by a trade-qualified trainer, to ensure students are trained in current industry practices and standards. Access to quality and relevant work placements in an operating furniture business is strongly recommended. There are very good prospects of progressing to furniture industry apprenticeships. | Assessment in a workplace and/or simulated environment is required. |

Green





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Orange

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Red

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|---------------|---|--|----------------------------|-------|--|-----|----------------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| MSF20413 | Certificate II in Glass and Glazing | This qualification develops knowledge and skills in basic glass and glazing techniques. | Yes | Yes | No | Yes | N/A – IBT is not supported | Delivery is only supported via DTWD-funded PATiS or SBT, as quality and relevant work placements are required to support delivery and consolidate learning and to ensure students are trained in current industry standards and practices. The employment opportunities for this qualification are good. | Assessment in a workplace and/or simulated environment is required. |
| MSF31113 | Certificate III in Cabinet Making  | This qualification develops the knowledge and skills to work as a cabinetmaker. | No | No | Yes | No | N/A | The employment opportunities for this qualification are very good. | Assessment in a workplace and/or simulated environment is required. |
| MSF30818 | Certificate III in Flooring Technology | This qualification develops the knowledge and skills to prepare, install and finish flooring surfaces. | No | No | Yes | No | N/A | The employment opportunities for this qualification are very good. | Assessment in a workplace and/or simulated environment is required. |
| MSF30113 | Certificate III in Furniture Finishing  | This qualification develops the knowledge and skills to work as a furniture finisher. | No | No | Yes | No | N/A | This is a niche industry and employment opportunities may be limited. | Assessment in a workplace and/or simulated environment is required. |
| MSF30213 | Certificate III in Furniture Making  | This qualification develops the knowledge and skills to make and repair furniture. | No | No | Yes | No | N/A | This is a niche industry and employment opportunities may be limited. | Assessment in a workplace and/or simulated environment is required. |
| MSF30418 | Certificate III in Glass and Glazing | This qualification develops the knowledge and skills to be a glazier. | No | No | Yes | No | N/A | The employment opportunities for this qualification are good. | Assessment in a workplace and/or simulated environment is required. |
| MSF31018 | Certificate III in Interior Decoration Retail Services | This qualification develops the knowledge and skills to work as a sales assistant in an interior decorating context. | Yes | No | No | Yes | High risk | Access to quality and relevant work placements in an interior decoration retail business is strongly recommended. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. There are employment opportunities in the retail sector generally, and limited opportunities in interior decoration retail. | Assessment in a workplace and/or simulated environment is required. |
| MSF30313 | Certificate III in Timber and Composites Machining | This qualification develops the knowledge and skillsto work as a wood machinist. | No | No | Yes | No | N/A | The employment opportunities for this qualification are good; especially in timber joineries, cabinetmaking and wood processors. | Assessment in a workplace and/or simulated environment is required. |
| MSF30713 | Certificate III in Upholstery  | This qualification develops the knowledge and skillsto work as an upholsterer. | No | No | Yes | No | N/A | The employment opportunities for this qualification are good. It can also provide pathways into furniture and material design and repair | Assessment in a workplace and/or simulated environment is required. |
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|---------------|---------------------------------------|--|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| MSF40118 | Certificate IV in Interior Decoration | This qualification develops the knowledge and skills to work as an interior decorator. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the nature of the qualification and industry environment. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements. | Assessment in a workplace and/or simulated environment is required. |

General/Adult education

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| 52876WA | Course in Gaining Access to Training and Employment (GATE) (Introductory) | This course develops personal, social and employability skills. | Yes | No | No | No | | | |
| FSK10119 | Certificate I in Access to Vocational Pathways | This qualification develops initial reading, writing, numeracy and oral communication skills. | Yes | No | No | No | | The units of competency have been designed to be contextualised and delivered alongside vocational qualifications. This qualification does not meet the entry requirements for TAFE full time courses. It does not provide adequate opportunity for students to develop a full range of literacy and numeracy skills with sufficient breadth and depth. | |
| 52875WA | Certificate I in Gaining Access to Training and Employment (GATE) | This course develops personal, social and employability skills. | Yes | No | No | No | | | |
| 22472VIC | Certificate I in General Education for Adults | This qualification develops initial reading, writing, numeracy, oral communication and learning skills. | Yes | No | No | No | | Completion of this qualification provides entry to TAFE up to Certificate level one. To be enrolled, students should have literacy and language skills at least equivalent to ACSF level two and numeracy skills at least equivalent to ACSF level one. | |
| 22476VIC | Certificate I in General Education for Adults (Introductory) | This qualification develops initial reading, writing, numeracy, oral communication and learning skills. | Yes | No | No | No | | Students should have literacy and numeracy skills at least equivalent to ACSF level one for reading and writing, and partially equivalent to level one for numeracy. | |

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| Green | All delivery options supported subject to industry advice. |
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| Orange | Not all delivery options are supported or industry has concerns about a delivery option. |
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| Red | NOT supported for delivery to school students. |
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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| 52878WA | Certificate I in Leadership | This qualification develops general study and employability skills. | Yes | No | No | No | | A major component of this qualification is active participation in a team or community-based project. Face to face delivery is recommended, to ensure students have the opportunity to develop the full range of teamwork skills with sufficient breadth and depth. This qualification does not provide an occupational outcome. Contact FAPSTC for further information, go to fapstc.org.au | |
| FSK10219 | Certificate I in Skills for Vocational Pathways | This qualification develops initial reading, writing, numeracy and oral communication skills. | Yes | No | No | No | | The units of competency have been designed to be contextualised and delivered alongside vocational qualifications. This qualification does not meet the entry requirements for TAFE full time courses. It does not provide adequate opportunity for students to develop a full range of literacy and numeracy skills with sufficient breadth and depth. | |
| 22485VIC | Certificate II in EAL (Access) | This qualification develops English language speaking, listening, reading and writing skills for simple everyday communication. | Yes | No | No | No | | Students should have a minimum International <i>Second Language Proficiency Ratings Scale</i> level of one for reading, writing, listening and speaking (or equivalent); or literacy and numeracy skills at least equivalent to ACSF level one. | |
| 22488VIC | Certificate II in EAL (Employment) | This qualification develops English language and introductory digital literacy skills for employment. It also provides an overview of Australian work requirements and practices. | Yes | No | No | No | | | |
| 22473VIC | Certificate II in General Education for Adults | This qualification develops reading, writing, numeracy, oral communication and learning skills. | Yes | No | No | No | | Completion of this qualification provides entry to TAFE up to Certificate level II. To be enrolled, students should have literacy and numeracy skills at least equivalent to ACSF level three. | |
| 52879WA | Certificate II in Leadership | This qualification further develops general study and employability skills. | Yes | No | No | No | | A major component of this qualification is active participation in a team or community-based project. Face to face delivery is recommended, to ensure students have the opportunity to develop the full range of teamwork skills with sufficient breadth and depth. This qualification does not provide an occupational outcome. Contact FAPSTC for further information, go to fapstc.org.au | |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| FSK20119 | Certificate II in Skills for Work and Vocational Pathways | This qualification further develops foundation skills for workforce entry or further training. | Yes | No | No | No | | The units of competency have been designed to be contextualised and delivered alongside vocational qualifications. This qualification does not meet the entry requirements for TAFE full time courses. It does not provide adequate opportunity for students to develop a full range of literacy and numeracy skills with sufficient breadth and depth. | |
| 10585NAT | Certificate III in Career Advancement | This qualification develops a range of employability and work skills applicable to all industry sectors. | Yes | No | No | No | | | |
| 22474VIC | Certificate III in General Education for Adults | This course further develops skills in reading, writing and numeracy. | Yes | No | No | No | | Completion of this qualification provides entry to TAFE at Certificate level III and above. To be enrolled, students should have literacy and numeracy skills at least equivalent to ACSF Level 4. | |
| 10729NAT | Certificate III in Spoken and Written English | This qualification provides a general education curriculum for English as an additional language (EAL) language and literacy education primarily targeted to newly arrived migrants and refugees who need to develop language skills to participate in a range of community contexts. | Yes | No | No | No | | | |
| 10816NAT | Certificate III in Work Skills for Career Enhancement and Management | This qualification develops a range of employability and work skills applicable to all industry sectors. | Yes | No | No | No | | | |



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Red NOT supported for delivery to school students.

Health services



For further information on the health services industry, go to cswa.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| HLT20113 | Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care  | This qualification develops the knowledge and skills to support the provision of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities. | Yes | No | No | Yes | | Students should have access to industry-current equipment, facilities, training resources and appropriately qualified trainers to ensure they are trained in current industry practices and standards. It is recommended students undertake 50 hours of work placement for this qualification. This qualification does not provide an occupational outcome. Mandatory vaccination may be required for students to undertake the placement component. | Only Aboriginal people and Torres Strait Islander students can enrol in this qualification. Some units of competency require assessment to be undertaken by a workplace assessor who has expertise in the unit of competency and is an Aboriginal and/or Torres Strait Islander health worker; or accompanied by an Aboriginal and/or Torres Strait Islander who is a recognised member of the community with experience in primary healthcare. Assessment in a workplace is required. |
| 52890WA | Certificate II in Community Health and Wellbeing | This qualification develops knowledge and skills for work and further training in the community services or health sectors. | No | Yes | No | No | | This qualification is being piloted in selected schools. To register your interest to deliver this qualification in your school, please contact Community Skills WA: cswa.org.au . This qualification can only be delivered via a DTWD-funded pre-traineeship program. This delivery pathway requires students to complete quality and relevant work placements in a relevant health setting. A selection process should be undertaken before enrolment, to ensure students have an appropriate level of maturity to work in this industry. Mandatory vaccination may be required for students to undertake the placement component. | There is a minimum work placement requirement of 110 hours. Elective streams are allied health, or Aboriginal health. |
| HLT21020 | Certificate II in Medical Service First Response  | This qualification develops the knowledge and skills to work as a first medical response worker or volunteer who provides initial care to patients, including basic first aid and emergency responses in the pre-hospital/out of hospital environment. | Yes | No | No | No | High risk | Students should have access to industry-current equipment, facilities, training resources and appropriately qualified trainers to ensure they are trained in current industry practices and standards. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. This qualification does not provide an occupational outcome. | Assessment in a workplace and/or simulated environment is required. |

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Orange Not all delivery options are supported or industry has concerns about a delivery option.



Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| HLT23215 | Certificate II in Health Support | This qualification develops the knowledge and skills to work in a role which supports the effective functioning of health services. | Yes | No | No | Yes | | <p>This qualification is also available as a SCSA VIS course.</p> <p>Industry recommends delivery via SBT or SCSA VIS course, to ensure access to quality and relevant work placements in a health setting.</p> <p>Students must have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> | <p>Assessment in a workplace and/or simulated environment that reflects workplace conditions is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources.</p> |
| HLT26120 | Certificate II in Indigenous Environmental Health  | This qualification develops the knowledge and skills for entry level positions in indigenous environmental health work. | Yes | No | No | No | | Students should have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace. | <p>Only Aboriginal people and Torres Strait Islander students can enrol in this qualification.</p> <p>Assessment in a workplace and/or simulated environment that reflects workplace conditions is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources.</p> <p>Assessment for some units of competency must involve persons approved of by relevant local community elders.</p> |
| HLT26015 | Certificate II in Population Health  | This qualification develops the knowledge and skills for further training in population health. | Yes | No | No | No | | <p>Delivery is only supported when relevant elective units are delivered. Some units of competency are not suitable for delivery to secondary students, due to their age/maturity.</p> <p>Industry recommends delivery of the following electives: HLTHPS010 <i>Interpret and Use Information About Nutrition and Diet</i>; HLTPOP008 <i>Develop and Implement Disease Prevention and Control Measures</i>; HLTPOP009 <i>Provide Information and Support on Environmental Health Issues</i>; HLTAAP001 <i>Recognise Healthy Body Systems</i>; HLTHPS001 <i>Take Clinical Measurements</i>; and BSBWOR301 <i>Organise Personal Work Priorities and Development</i>.</p> <p>Students should have access to industry-current equipment, facilities and training resources so they acquire a realistic view of the realities and conditions within the workplace.</p> <p>There are no employment outcomes for this qualification.</p> | <p>Assessment in a workplace and/or simulated environment that reflects workplace conditions is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| HLT30113 | Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care  | This qualification develops the knowledge and skills to support the provision of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities. | Yes | No | No | No | High risk | The <i>Health Training Package Implementation Guide</i> recommends that students undertake 250 hours of relevant work placements in suitably equipped and staffed health settings, to support qualification completion. In Western Australia, graduates may have difficulty securing employment in a related role if the work placement is not completed. Mandatory vaccination may be required for students to undertake the placement component. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Only Aboriginal and Torres Strait Islander students can enrol in this qualification. Some units of competency require assessment to be undertaken by a workplace assessor who has expertise in the unit of competency and is an Aboriginal and/or Torres Strait Islander health worker; or accompanied by an Aboriginal and/or Torres Strait Islander who is a recognised member of the community with experience in primary healthcare. Assessment in a workplace is required. |
| HLT33015 | Certificate III in Allied Health Assistance | This qualification develops the knowledge and skills to provide assistance to allied health professionals, which may include following treatment plans for therapeutic interventions and/or conducting programs under their regular direct, indirect or remote supervision. | Yes | No | No | Yes | High risk | It is strongly recommended that students undertake relevant work placements in suitably equipped and staffed health settings, to support qualification completion. This will enhance students' transitions into related health qualifications. Mandatory vaccination may be required for students to undertake the placement component. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | There is a minimum work placement requirement of 80 hours. Assessment in a workplace and/or simulated environment that reflects workplace conditions is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources. |
| HLT31220 | Certificate III in Basic Health Care | The qualification is intended for people who provide a first aid or medical response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard. This qualification does not provide any occupational outcomes. There are also issues related to students' age/maturity. | Assessment in a workplace and/or simulated environment that reflects workplace conditions is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources. |
| HLT35021 | Certificate III in Dental Assisting  | This qualification develops the knowledge and skills to assist dental practitioners during oral health care procedures. | Yes | No | No | Yes | N/A – IBT is not supported | Delivery is only supported via SBT, to ensure access to quality and relevant work placements in a health setting. Mandatory vaccination may be required for students to undertake the placement component. Institutional delivery of this qualification to secondary students is not supported as the level of knowledge and skills required by industry generally cannot be achieved through this option. | There is a requirement to complete at least 350 hours of work. Assessment in a workplace and/or simulated environment that reflects workplace conditions is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|----------------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| HLT35115 | Certificate III in Dental Laboratory Assisting  | This qualification develops the knowledge and skills to work as a dental laboratory assistant. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a dental laboratory workplace and/or simulated dental laboratory environment that reflects workplace laboratory conditions is required. |
| HLT37315 | Certificate III in Health Administration | This qualification develops the knowledge and skills to work in entry level administrative positions in the health industry. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment that reflects workplace conditions is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources. |
| HLT33115 | Certificate III in Health Services Assistance | This qualification develops the knowledge and skills to provide assistance to health professional staff for the care of clients. This involves direct client contact working under supervision. | Yes | No | No | Yes | N/A – IBT is not supported | Delivery is only supported via SBT, to ensure access to quality and relevant work placements in a health setting. Mandatory vaccination may be required for students to undertake the placement component. Institutional delivery of this qualification to secondary students is not supported, as the level of knowledge and skills required by industry generally cannot be adequately achieved through this option. | There is a minimum work placement requirement of 80 hours for the elective, <i>HLTAIN001 Assist with nursing care in an acute care environment</i> . Assessment in a workplace and/or simulated environment that reflects workplace conditions is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources. |
| HLT33215 | Certificate III in Health Support Services | This qualification develops the knowledge and skills to provide support for the effective functioning of health services. | Yes | No | No | Yes | High risk | It is strongly recommended that students undertake relevant work placements in suitably equipped and staffed health settings, to support qualification completion. This will enhance students' transitions into related health qualifications. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment that reflects workplace conditions is required. Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| HLT36015 | Certificate III in Population Health  | This qualification develops the knowledge and skills to work as an entry level population health worker. | Yes | No | No | No | High risk | <p>Delivery is only supported when relevant elective units are delivered.</p> <p>Some units of competency are not suitable for delivery to secondary students, due to their age/maturity.</p> <p>Industry recommends delivery of the following electives: BSBMED301 <i>Interpret and apply medical terminology appropriately</i>; CHCCOM005 <i>Communicate and work in health or community services</i>; CHCEDU008 <i>Share health information</i>; CHCGRP001 <i>Support group activities</i>; CUAWRT301 <i>Write content for a range of media</i>; HLTOHC005 <i>Use basic oral health screening tools</i>; and HLTPOP015 <i>Provide information on smoking and smoking cessation</i>.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment that reflects workplace conditions is required.</p> <p>Simulation must reflect real working conditions by modelling industry operating conditions and contingencies; as well as using suitable facilities, equipment and resources.</p> |
| HLT43015 | Certificate IV in Allied Health Assistance | This qualification develops the knowledge and skills to provide therapeutic and program related support to allied health professionals under their direct, indirect or remote supervision. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to issues relating to students' age/maturity and difficulties in finding relevant work placements.</p> <p>This qualification is aimed at existing workers and those with relevant experience.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> | <p>There is a minimum work placement requirement of 120 hours.</p> <p>Assessment in a workplace is required.</p> |
| HLT45021 | Certificate IV in Dental Assisting  | This qualification develops the knowledge and skills to provide an advanced level of assistance to a range of dental practitioners. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity, and difficulties in finding relevant work placements.</p> | <p>Individuals must have achieved a <i>Certificate III in Dental Assisting</i> to undertake this course.</p> <p>Dental radiography work must only be performed by a person with a radiation user license.</p> <p>Assessment in a workplace is required.</p> |
| HLT47315 | Certificate IV in Health Administration | This qualification develops the knowledge and skills to work in a senior operational or team leading role in the health industry. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are also issues relating to students' age/maturity, and difficulties in finding relevant work placements.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>This qualification reflects the role of individuals who work in a senior operational or team leading role in the health industry.</p> |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspiring advice | Further advice | |
| HLT41120 | Certificate IV in Health Care | The qualification develops the knowledge and skills to provide initial pre-hospital and out-of-hospital basic health care and assessment of patients requiring urgent medical services. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>This qualification does not provide any occupational outcomes. There are also issues related to students' age/maturity.</p> <p>Mandatory vaccination may be required for students to undertake the placement component.</p> | <p>There is a requirement to complete at least 80 hours of work placement.</p> <p>Assessment in a workplace and/or simulated environment that reflects real workplace conditions is required.</p> |
| 52831WA | Certificate IV in Preparation for Health and Nursing Studies  | This qualification develops the underpinning knowledge and skills to meet the entry requirements for the Diploma of Nursing and Diploma of Anaesthetic Technology, or to support entry into other health or nursing related Bachelor level qualifications. | Yes | No | No | No | | <p>Delivery of this qualification requires access to a science laboratory.</p> <p>This qualification does not provide any occupational outcomes.</p> <p>Individuals completing this qualification as a pathway to HLT54121 <i>Diploma of Nursing</i> must meet prescribed English language skills standards when applying to enrol in the Diploma.</p> <p>Further information is available on the Australian ANMAC and NMBA websites.</p> | |
| HLT54121 | Diploma of Nursing  | This qualification develops the knowledge and skills to work as an enrolled nurse. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>Students completing this qualification at school are highly unlikely to be able to consolidate training effectively and access appropriate work placements. Generally clinical placements are full time due to the need for continuity of supervision and to meet safety requirements. Placements are also based on progression through units of competency in the qualification.</p> <p>Some mental health and aged care facilities do not provide placements to students who are under 18 years of age.</p> <p>Additional requirements relating to COVID-19 may be required, such as up to date immunisations.</p> <p>There are also issues relating to students' maturity.</p> | <p>The Australian Health Practitioners Regulatory Authority (AHPRA) and Nursing and Midwifery Board of Australia (NMBA) require students to complete 400 hours of practical work placement.</p> <p>Individuals applying to enrol in the Diploma must meet prescribed English language skills standards. Further information is available on the Australian ANMAC and NMBA websites.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment by individuals with current registration as a registered nurse with NMBA.</p> |



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Red NOT supported for delivery to school students.

Horse and racing

For further information on the horse and racing industry, go to ffttrainingcouncil.com.au and futurenow.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| ACM20221 | Certificate II in Horse Care  | This qualification develops the knowledge and skills for entry level work handling and caring for horses. Job roles may include stable hand, farm hand, groom, stock rider or trail-ride assistant. | Yes | No | No | No | High risk | Industry's preferred qualification level for secondary students is Certificate II. Students must have access to industry-current equipment, facilities, horses and training resources so they acquire an understanding of the conditions within the workplace. It is strongly recommended that delivery is undertaken by an industry-qualified trainer and students complete quality and relevant work placements, to ensure they are trained in current industry practices and standards. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. There are some employment opportunities for this qualification. It may also provide a pathway to further training. | Assessment in a workplace and/or environment that accurately represents workplace conditions is required. Some units of competency may require access to a range of horses of different temperaments; as well as relevant information, equipment and/or resources. |
| RGR20221 | Certificate II in Racing Industry  | This qualification develops the knowledge and skills to work in the racing industry as a stable hand, stud hand, in track maintenance and racing administration. | Yes | No | No | Yes | High risk | Industry's preferred qualification level for secondary students is Certificate II. Students can continue to enrol in RGR20218 <i>Certificate II in Racing Industry</i> as an SBT, subject to the usual transition and teach-out arrangements. Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within a racing workplace. Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure students meet current industry practices and standards. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. |

Green



All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|----------------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| ACM30821 | Certificate III in Horse Care  | This qualification develops the knowledge and skills to work in the performance horse industry in roles including stable hand, stud hand, groom or strapper, farm hand, stock rider or trail-ride assistant. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>It is recommended that students have obtained skills at a relevant Certificate II level before undertaking this Certificate III.</p> <p>Industry prefers delivery in agricultural colleges or horse-specific training facilities, as the level of knowledge and skills required by industry generally cannot be achieved in other settings. Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace</p> <p>It is strongly recommended that delivery is undertaken by an industry qualified trainer and students complete quality and relevant work placements to ensure they are trained in current industry practices and standards.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>There are good employment opportunities for this qualification.</p> <p>Industry recommends schools consider ACM20221 <i>Certificate II in Horse Care</i> as an alternative qualification.</p> | <p>Assessment in a workplace and/or environment that accurately represents workplace conditions is required.</p> <p>Some units of competency may require access to a range of horses of different temperaments; as well as relevant information, equipment and/or resources.</p> |
| RGR30518 | Certificate III in Racing (Trackwork Rider) | This qualification develops the knowledge and skills to work as a trackwork rider. | Yes | No | No | Yes | High risk | <p>Delivery is only supported via SBT or when there is access to racehorses, racing stables and race meetings/trials. Students should undertake sufficient practical experience in a range of different tasks, and be able to work with limited direction.</p> <p>Delivery should be undertaken by an RTO to ensure trainer/ assessor requirements are met.</p> <p>School-based trainees are unlikely to have the time to complete this qualification while at school, and should anticipate further training after Year 12.</p> | Assessment in a workplace and/or simulated environment is required. |
| ACM40818 | Certificate IV in Farriery  | This qualification develops the knowledge and skills to work as a farrier. | Yes | No | Yes | No | N/A – IBT is not supported | <p>Delivery is only supported via SBA, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training.</p> <p>No local RTOs are delivering this qualification in WA.</p> | |

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Red NOT supported for delivery to school students.

Hospitality, cookery and tourism

For further information on the hospitality, cookery and tourism industries, go to futurenow.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|--|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| SIT10216 | Certificate I in Hospitality | This qualification develops the basic knowledge and skills to undertake routine and predictable work activities in the hospitality industry. | Yes | No | No | No | | This qualification is also available as a SCSA VIS course. | Assessment in a workplace and/or simulated environment is required. |
| SIT10116 | Certificate I in Tourism (Australian Indigenous Culture) | This preparatory qualification develops the knowledge and skills for entry level work in tourism organisations with an Indigenous focus (including tour operators or operators of a site or cultural or heritage centre). Individuals may have a very specific role, as an Australian Indigenous person or other individual approved by local elders, to share aspects of their culture with visitors in a formal or informal way. | Yes | No | No | No | High risk | This qualification is also available as a SCSA VIS course. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Some units of competency require: <ul style="list-style-type: none"> assessors to have at least three years' industry experience and/or specific experience; access to sites where Indigenous cultural experiences take place; involvement of relevant local Indigenous community elders/ persons approved by relevant local Indigenous community elders; and/or customers with whom the individual can interact. |
| SIT20516 | Certificate II in Asian Cookery | This qualification develops introductory food preparation and cookery skills to prepare Asian food and menu items. | Yes | No | No | Yes | High risk | Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. Nominal duration of the SBT is 18 months. No RTOs are currently delivering this qualification in WA. | Some units of competency require assessors to have at least three years' industry experience and/or specific experience. Assessment in a workplace and/or simulated environment is required. Assessment for some units of competency: <ul style="list-style-type: none"> must be undertaken in an operational commercial kitchen with specialist equipment and food supplies for Asian cookery; must include a minimum of twelve complete service periods (shifts) covering a combination of breakfast, lunch, dinner and special functions; and requires multiple cookery methods to be demonstrated or dishes to be prepared for at least six different customers. |
| Green | All delivery options supported subject to industry advice. | | Orange | Not all delivery options are supported or industry has concerns about a delivery option. | | | Red | NOT supported for delivery to school students. | |

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| SIT20216 | Certificate II in Holiday Parks and Resorts | This qualification develops the knowledge and skills for entry-level roles in holiday park or resort administration, housekeeping, grounds maintenance or other operational areas. | Yes | No | No | Yes | | Nominal duration of the SBT is 18 months. | Assessment in a workplace and/or simulated environment is required. Assessment of some units of competency must ensure use of computers, printers, communication technology; information from unions, industry associations, accreditation operators; government regulator issued documents that describe relevant laws; and interaction with experienced industry personnel, colleagues or suppliers. |
| SIT20316 | Certificate II in Hospitality | This qualification develops industry knowledge and front-of-house hospitality skills to work in hotels, motels, restaurants, catering operations, clubs, pubs, cafes and coffee shops. | Yes | No | No | Yes | | This qualification is also available as a SCSA VIS course. Delivery via SBT is only supported when students are working in an operational commercial hospitality environment, to ensure they develop a realistic understanding of working in the industry. This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to Year 12 students. Nominal duration of the SBT is 18 months. | Assessment in a workplace and/or simulated environment is required. Some units of competency require: <ul style="list-style-type: none"> assessors to have at least three years' industry experience; and/or students to be exposed to an operational hospitality environment for a minimum of 12 complete service periods. |
| SIT20416 | Certificate II in Kitchen Operations | This qualification develops introductory food preparation and cookery skills to prepare food and menu items. | Yes | Yes | No | Yes | | This qualification is also available as a SCSA VIS course. Delivery via SBT is only supported when students are working in an operational, commercial hospitality environment, to ensure they develop a realistic understanding of working in the industry. This qualification does not provide the skills required by commercial cooks (see SIT30816 <i>Certificate III in Commercial Cookery</i>). This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to year 12 students. Nominal duration of the SBT is 18 months. | Some units of competency require assessors to have at least three years' industry experience. Assessment in a workplace and/or simulated environment is required. Assessment for some units of competency: <ul style="list-style-type: none"> must be undertaken in an operational commercial kitchen with specialist equipment and food supplies; and requires multiple cookery methods to be demonstrated or dishes to be prepared for at least six different customers. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|--|-----|-----|----------------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| SIT20116 | Certificate II in Tourism | This qualification develops introductory industry knowledge and tourism operational skills to work in travel agencies, tour wholesalers and operators, attractions, cultural and heritage sites, and small tourism business. | Yes | No | No | Yes | | <p>This qualification is also available as a SCSA VIS course.</p> <p>This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to year 12 students.</p> <p>Nominal duration of the SBT is 12 months.</p> | Assessment in a workplace and/or simulated environment is required. |
| SIT30816 | Certificate III in Commercial Cookery | This qualification develops the knowledge and skills to work as a commercial cook. | Yes | No | Yes | No | N/A – IBT is not supported | <p>Delivery is only supported via SBA, as students must have exposure to real hospitality environments to ensure qualification outcomes are equivalent to other <i>Certificate III Commercial Cookery</i> pathways.</p> <p>To achieve an occupational outcome as a chef, students must undertake an SBA or apprenticeship. An individual cannot become a chef through institutional training.</p> <p>Nominal duration of the SBA is 54 months.</p> | <p>Some units of competency require assessment by a qualified chef with at least three years' industry experience and/or assessors with specific experience.</p> <p>Assessment for some units of competency:</p> <ul style="list-style-type: none"> • must be undertaken in an operational commercial kitchen with specialist equipment and food supplies; • must include servicing customers for a minimum of 48 complete service periods (shifts) including breakfast, lunch, dinner and special functions; and • requires multiple cookery methods to be demonstrated or dishes to be prepared for at least six different customers. |
| SIT30516 | Certificate III in Events | This qualification develops the knowledge and skills to work in events administration/ coordination roles. | Yes | No | No | No | High risk | <p>This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to Year 12 students.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Some units of competency require assessors to have at least three years' industry experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Assessment for some units of competency:</p> <ul style="list-style-type: none"> • requires skills to be demonstrated in an operational events business or activity where event registrations are processed and monitored for a minimum of two different types of events; and • must ensure access to event registration documentation, operational and capacity information for venues and sites, current event registration processing technology, software and event registrants. |
| Green | All delivery options supported subject to industry advice. | | Orange | Not all delivery options are supported or industry has concerns about a delivery option. | | | | Red | NOT supported for delivery to school students. |

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|----------------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspiring advice | Further advice | |
| SIT30616 | Certificate III in Hospitality | This qualification develops knowledge and skills in hospitality service, sales and operations in organisations such as hotels, motels, restaurants, clubs, pubs, cafes and coffee shops. | Yes | No | No | Yes | N/A – IBT is not supported | <p>Delivery is only supported via SBT and when students are working in an operational commercial environment in the hospitality industry. This ensures they are trained to meet industry standards and understand the pressures, requirements and reality of working in the hospitality industry.</p> <p>There is only one SBT stream available – Hospitality Operations. Nominal duration of the SBT is 36 months.</p> <p>This qualification includes a supervisory component (SITXHRM001 <i>Coach others in job skills</i>) as a core unit, which may not be suitable for secondary school students due to the maturity and experience required to complete the qualification to industry standard.</p> <p>The choice of elective units of competency should reflect occupational outcomes and skills appropriate to the hospitality service, sales or operations industry. The inclusion of additional electives from SIT30816 <i>Certificate III in Commercial Cookery</i> is not supported, as these do not meet the occupational outcomes of this qualification.</p> <p>Students wishing to pursue a career in a specialist area of the hospitality industry like commercial cookery should be advised to consider undertaking the appropriate qualification to develop these skills, as this will support/enhance their future employment prospects (see SIT30816 <i>Certificate III in Commercial Cookery</i>).</p> <p>This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to Year 12 students.</p> | <p>Some units of competency require assessors to have at least three years' industry experience.</p> <p>Assessment in a workplace and/or simulated environment such as a training restaurant/cafe, accommodation service or housekeeping is required.</p> <p>Assessment for some units of competency must demonstrate the ability to integrate technical skills and provide hospitality service to customers for a minimum of 36 complete service periods (shifts).</p> |
| SIT30716 | Certificate III in Hospitality (Restaurant Front of House) | This qualification develops specialist knowledge and skills to work in front of house roles in restaurants and cafés. | No | No | No | Yes | N/A | <p>The SBT is only available for Year 12 students, and has a nominal duration of 36 months.</p> <p>This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the eligibility of secondary students wanting to complete this course. Delivery of this unit of competency should be limited to year 12 students.</p> <p>No RTOs are delivering this qualification in WA.</p> | <p>Some units of competency require assessors to have at least three years' industry experience.</p> <p>Assessment in a workplace and/or simulated environment such as a training restaurant/cafe, accommodation service, housekeeping or gaming operation is required.</p> <p>Assessment for some units of competency must demonstrate the ability to integrate technical skills and provide hospitality service to customers for a minimum of 36 complete service periods (shifts).</p> |

Green

All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|-------------------------------|---|----------------------------|-------|-----|-----|----------------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| SIT31016 | Certificate III in Pâtisserie | This qualification develops the knowledge and skills to work as a pastry chef. | Yes | No | Yes | No | N/A – IBT is not supported | <p>Delivery is only supported via SBA, as students must have exposure to real hospitality pastry kitchen environments to ensure their trade qualification outcomes are equivalent to other <i>Certificate III in Patisserie Pathways</i>.</p> <p>To achieve an occupational outcome as a pastry chef/pâtissier, students must undertake an SBA or apprenticeship. An individual cannot become a pastry chef/pâtissier through institutional training.</p> <p>Nominal duration of the SBA is 54 months.</p> | <p>Some units of competency require assessment by a qualified chef with at least three years' experience and/or assessors with specific experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Assessment for some units of competency must:</p> <ul style="list-style-type: none"> • be undertaken in an operational commercial kitchen; and • include servicing customers for a minimum of 12 complete service periods (shifts) including breakfast, lunch, dinner and special functions. |
| SIT30116 | Certificate III in Tourism | This qualification develops the knowledge and skills to plan and coordinate tourism services or undertake field-based delivery roles. | Yes | No | No | Yes | High risk | <p>This qualification includes a responsible service of alcohol component (SITHFAB002 <i>Provide responsible service of alcohol</i>) as an elective, which may restrict the ability for secondary students to complete this course. Delivery of this unit of competency should be limited to Year 12 students.</p> <p>This qualification contains a number of grouped electives which guide students on specialist pathways within the tourism industry. Some of these may not be suitable for students or difficult to deliver and assess under an auspecting arrangement.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>Nominal duration of the SBT is 27 months.</p> | <p>Some units of competency require assessors to have at least three years' industry experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> |

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|---------------|-----------------------------------|--|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| SIT30216 | Certificate III in Travel | This qualification develops the knowledge and skills to work in the retail travel or tour wholesale sector. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the nature of the qualification and the specialised equipment required for assessment of core units of competency. | <p>Some units of competency require assessors to have at least three years' industry experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Assessment of some units of competency must ensure access to computers, software programs or printers currently used in the tourism or travel industry, current product information and customers.</p> <p>Where assessment covers air documents and tickets, there must be access to current airline, consolidator and International Air Transport Association (IATA) documentation outlining rules, conditions and regulations.</p> |
| SIT40416 | Certificate IV in Hospitality | This qualification develops the knowledge and skills to work in a supervisory capacity in a front-of-house role in hospitality organisations such as hotels, motels, restaurants, clubs, pubs, cafes and coffee shops. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Assessment in a workplace and/or simulated environment is required. |
| SIT50416 | Diploma of Hospitality Management | This qualification develops the knowledge and skills to manage and coordinate hospitality operations. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | <p>Some units of competency require assessment by a qualified chef with at least three years' experience and/or assessors with specific experience.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> |




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Information and communications technology

For further information on the information and communications technology industry, go to futurenow.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| ICT20120 | Certificate II in Applied Digital Technologies  | This qualification develops basic digital technology skills for employment and provides a pathway into further study. | Yes | No | No | Yes | | The qualification is also available as a SCSA VIS course. It is vital that training delivery meets current industry practices and requirements, especially the type of software used. Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure this occurs. This is a pathway qualification that provides good digital literacy outcomes and options for further ICT-related training. There are no direct employment outcomes for this qualification. | Assessment in a simulated environment is required. |
| ICT30120 | Certificate III in Information Technology  | This qualification develops knowledge and skills in a range of general ICT technical functions to support information technology activities in the workplace. | Yes | No | No | No | | The qualification is also available as a SCSA VIS course. This qualification enables secondary students to undertake more targeted, industry-relevant ICT skills development. It contains a number of grouped electives which guide students on specialist pathways within the ICT industry. Schools should be aware of these specialist pathways and structure courses accordingly. It is vital that training delivery meets current industry practices and requirements, especially the type of software used. Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure this occurs. | Assessment in a simulated environment is required. |
| ICT40120 | Certificate IV in Information Technology  | This qualification develops the knowledge and skills to provide a wide range of general ICT technologies and practices in different organisational contexts. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Assessment in a simulated environment is required. |

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Languages

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|-------------------------------------|---|----------------------------|-------|-----|-----|------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| 10949NAT | Certificate II in Applied Language | This qualification develops everyday oral and written communication skills in a language other than English. | Yes | No | No | No | | | |
| PSP20218 | Certificate II in Auslan | This qualification develops the knowledge and skills to communicate in Auslan on familiar and routine matters. | Yes | No | No | No | | Teachers delivering under auspicing arrangements need to consider how they will meet and maintain industry currency standards.* | There are specified assessor requirements relating to proficiency and industry experience. |
| 10661NAT | Certificate III in Applied Language | This qualification further develops everyday oral and written communication skills in a language other than English. | Yes | No | No | No | | | |
| PSP30218 | Certificate III in Auslan | This qualification develops the knowledge and skills to communicate in Auslan with some confidence on familiar, routine and non-routine matters. | Yes | No | No | No | | Students with no previous experience communicating in Auslan should complete the units of competency which enable them to develop basic user skills and knowledge before undertaking more complex units of competency. There may be insufficient time to complete this qualification while at school. Teachers delivering under auspicing arrangements need to consider how they will meet and maintain industry currency standards.* | There are specified assessor requirements relating to proficiency and industry experience. |
| PSP40818 | Certificate IV in Auslan | This qualification develops the knowledge and skills to communicate in Auslan with a degree of fluency and spontaneity across a wide range of subjects. | Yes | No | No | No | | Students with no previous experience communicating in Auslan should complete the units of competency which enable them to develop basic and independent (familiar) user skills and knowledge before undertaking more complex units of competency. There may be insufficient time to complete this qualification while at school. Teachers delivering under auspicing arrangements need to consider how they will meet and maintain industry currency standards.* | There are specified assessor requirements relating to proficiency and industry experience. |

* Industry advice for this qualification is based on information obtained via industry consultation that has been included in the companion volume for the qualification.




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Maritime

For further information on the maritime industry, go to ldsc.asn.au

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|---------------|---|---|----------------------------|-------|-----|-----|-------------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| MAR10418 | Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)  | This qualification develops the knowledge and skills to work as a Coxswain Grade 2 Near Coastal in the maritime industry. | Yes | No | No | No | N/A | The level of knowledge and skills required by industry cannot be achieved through simulated work environments. | This qualification can only be delivered by an Australian Maritime Safety Authority approved RTO, due to the regulatory requirements. The Regulations also require students to keep a recognised log book, which is signed off by their employer to provide evidence of sea service accrual. Assessment must be undertaken in workplace operational situations where appropriate. Where this is not appropriate, assessment must occur in a simulated workplace operational situation that reflects workplace conditions. |
| MAR10220 | Certificate I in Maritime Operations (General Purpose Hand Near Coastal)  | This qualification develops entry-level knowledge and skills to work as a general purpose hand on deck or in the engine room of approved vessels. | Yes | No | No | No | N/A | | This qualification can only be delivered by an Australian Maritime Safety Authority approved RTO, due to regulatory requirements. Assessment must be undertaken in workplace operational situations where appropriate. Where this is not appropriate, assessment must occur in a simulated workplace operational situation that reflects workplace conditions. |
| MAR20321 | Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)  | This qualification develops the knowledge and skills to work as a Coxswain Grade 1 Near Coastal in the maritime industry. | Yes | No | No | Yes | N/A – IBT not supported | Delivery is only supported via SBT, due to: <ul style="list-style-type: none"> the specialised skills and environment required to deliver and assess the training; safety and licensing issues; and the requirement for students to accrue time at sea. The following qualifications are recommended for secondary students: <ul style="list-style-type: none"> MAR10220 <i>Certificate I in Maritime Operations (General Purpose Hand Near Coastal)</i>; and MAR10418 <i>Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)</i>. | This qualification can only be delivered by an Australian Maritime Safety Authority approved RTO, due to the regulatory requirements. The Regulations also require students to keep a recognised log book, which is signed off by their employer to provide evidence of sea service accrual. Assessment in a workplace and/or simulated environment is required. |

Green



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Orange

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Red

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| MAR20421 | Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal)  | This qualification develops the knowledge and skills to undertake work as a Chief Engineer. | Yes | No | No | Yes | N/A – IBT not supported | <p>Delivery is only supported via SBT, due to:</p> <ul style="list-style-type: none"> the specialised skills and environment required to deliver and assess the training; safety and licensing issues; and the requirement for students to accrue time at sea. <p>The following qualifications are recommended for secondary students:</p> <ul style="list-style-type: none"> MAR10220 <i>Certificate I in Maritime Operations (General Purpose Hand Near Coastal)</i>; and MAR10418 <i>Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)</i>. | <p>This qualification can only be delivered by an Australian Maritime Safety Authority approved RTO, due to the regulatory requirements.</p> <p>The Regulations also require students to keep a recognised log book, which is signed off by their employer.</p> <p>Assessment in a workplace and/or simulated environment is required</p> |
| MAR30821 | Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal)  | This qualification develops the knowledge and skills to undertake work as an Engineer on relevant sized vessels. | Yes | No | No | No | N/A – IBT not supported | <p>It is anticipated that this qualification will soon be available as an SBT. Students can continue to enrol in MAR30818 <i>Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal)</i> as an SBT, subject to the usual transition and teach-out arrangements.</p> <p>Delivery is only supported via SBT, due to:</p> <ul style="list-style-type: none"> the specialised skills and environment required to deliver and assess the training; safety and licensing issues; and the requirement for students to accrue time at sea. <p>To comply with sea service requirements, the SBT is only available to students who are 16 years of age and over.</p> <p>Nominal duration of the SBT is 24 months. Students cannot complete this qualification while at school. Training after year 12 is required.</p> <p>Students must undertake the following units in a fully supervised institutional environment: MARB032 <i>Undertake Basic Maintenance of Electrical Systems</i>; MARC035 <i>Operate and Maintain Extra Low and Low Voltage Electrical Systems and Equipment</i>; and MARC042 <i>Operate Electrical Systems</i>.</p> <p>The following qualifications are recommended for secondary students:</p> <ul style="list-style-type: none"> MAR10220 <i>Certificate I in Maritime Operations (General Purpose Hand Near Coastal)</i>; and MAR10418 <i>Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)</i>. | <p>This qualification can only be delivered by an Australian Maritime Safety Authority approved RTO, due to the regulatory requirements.</p> <p>Individuals must:</p> <ul style="list-style-type: none"> meet medical, eye sight and sea service requirements; be at least 16 years of age to have their sea service recognised; and be eligible to undergo a national security assessment to attain a Maritime Security Identification Card (MSIC). <p>The Regulations also require students to keep a recognised log book, which is signed off by their employer.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

Meat processing

For further information on the meat processing industry, go to fftitrainingcouncil.com.au

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|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicings advice | Further advice | |
| AMP20316 | Certificate II in Meat Processing (Abattoirs) | This qualification develops the knowledge and skills to work as a meat process worker in an abattoir. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery is only supported when there is access to quality and relevant work placements in an operating abattoir or agricultural college with an abattoir, ideally through an SBT pathway. The level of knowledge and skills required by industry generally cannot be achieved in other settings.</p> <p>Schools are generally unlikely to meet the workplace, resource and/or trainer/assessor requirements under an auspicings arrangement. The employment opportunities for this qualification are very good.</p> | Assessment in the workplace is required. |
| AMP20117 | Certificate II in Meat Processing (Food Services) | This qualification develops the knowledge and skills to work as a meat process worker in meat enterprises which undertake specialised services such as specialty meat cuts and gourmet meat. | Yes | No | No | Yes | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>Delivery via SBT is preferred, as access to quality and relevant work placements is strongly recommended.</p> <p>Schools are generally unlikely to meet the workplace, resource and/or trainer/assessor requirements under an auspicings arrangement.</p> <p>The employment opportunities for this qualification are good.</p> | Assessment in the workplace is required. |
| AMP30815 | Certificate III in Meat Processing (Retail Butcher) | This qualification develops the knowledge and skills to work as a retail butcher. | No | No | Yes | No | N/A | The employment opportunities for this qualification are good. | Assessment in the workplace is required. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

Personal services

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|------------------------------------|--|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| SHB20121 | Certificate II in Retail Cosmetics | This qualification develops the knowledge and skills to work as a retail sales consultant selling and demonstrating beauty or cosmetic products. | Yes | No | No | No | High risk | <p>It is anticipated that this qualification will soon be available as an SBT.</p> <p>Delivery should be undertaken by an industry-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified beautician/beauty therapist; the trainer/assessor to have at least three years' full-time experience in the beauty, hairdressing, barbering or retail industry where they have applied the skills and knowledge of the unit of competency; assessment in a hairdressing, retail or beauty workplace that provides beauty services to paying members of the public; and/or assessment to include observation of multiple services using specified resources. |
| SHB20216 | Certificate II in Salon Assistant | This qualification develops the knowledge and skills to provide assistance to clients in hairdressing salons. | Yes | No | No | Yes | High risk | <p>This is a pre-vocational pathway qualification that may enhance students' transitions into a hairdressing or barbering apprenticeship. Students will need to complete quality and relevant work placements in suitably equipped and staffed hairdressing settings, to ensure they have the skills and experience to meet the assessment requirements.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified hairdresser or barber with at least three years' full time employment experience in a salon environment or barber shop; assessment in a hairdressing or barbering workplace that provides services to paying members of the public; and/or assessment to include observation of multiple services using specified resources and equipment. |

Green

All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|------------------------------------|--|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| SHB30121 | Certificate III in Beauty Services | This qualification develops the knowledge and skills to work as a beautician providing a range of beauty services. | Yes | No | No | No | High risk | <p>Delivery should be undertaken by an industry-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified beautician/beauty therapist, nail technician or hairdresser; the trainer/assessor to have at least three years' full time experience in the beauty, make-up or nail industry where they have applied the skills and knowledge of the unit of competency; assessment in a hairdressing, retail or beauty workplace that provides beauty services to paying members of the public; and/or assessment to include observation of multiple services using specified resources. |
| SHB30221 | Certificate III in Make-Up | This qualification develops the knowledge and skills to work as a make-up artist across the beauty, fashion, media and entertainment industries. | Yes | No | No | No | High risk | <p>Delivery should be undertaken by an industry-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to have worked in the beauty and makeup industry for at least three years, where they have applied the skills and knowledge of the unit of competency; assessment in a beauty workplace that provides beauty services to paying members of the public or freelance services for paid makeup assignments; and/or assessment to include observation of multiple services using specified resources. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|------------------------------------|---|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicings advice | Further advice | |
| SHB30321 | Certificate III in Nail Technology | This qualification develops the knowledge and skills to work as a nail technician. | Yes | No | No | No | High risk | <p>Delivery should be undertaken by an industry-qualified trainer, to ensure students are trained in current industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified beautician/beauty therapist, nail technician or hairdresser; the trainer/assessor to have at least three years' full time experience in the beauty, makeup or nail industry where they have applied the skills and knowledge of the unit of competency; assessment in a hairdressing, retail or beauty workplace that provides beauty services to paying members of the public; and/or assessment to include observation of multiple services using specified resources. |
| SHB40121 | Certificate IV in Beauty Therapy | This qualification develops the knowledge and skills to work independently as a beauty therapist providing a range of beauty therapy treatments and services. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, as students will not be able to gain relevant industry skills and experience due to the personal/intimate nature of this work. | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified beautician/beauty therapist, nail technician or hairdresser; the trainer/assessor to have at least three years' fulltime experience in the beauty, makeup or nail industry where they have applied the skills and knowledge of the unit of competency; assessment in a hairdressing, retail or beauty workplace that provides beauty services to paying members of the public; and/or assessment to include observation of multiple services using specified resources. |

Green All delivery options supported subject to industry advice.


Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---------------------------|--|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| SHB50121 | Diploma of Beauty Therapy | This qualification further develops the knowledge and skills required to work as a beauty therapist. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, as students will not be able to gain relevant industry skills and experience due to the personal/intimate nature of this work. | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified beautician/beauty therapist, nail technician or hairdresser; the trainer/assessor to have at least three years' full time experience in the beauty, make up or nail industry where they have applied the skills and knowledge of the unit of competency; assessment in a hairdressing, retail or beauty workplace that provides beauty services to paying members of the public; and/or assessment to include observation of multiple services using specified resources. |

Printing and graphic arts

For further information on the printing and graphic arts industry, go to futurenow.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicing advice | Further advice | |
| ICP20120 | Certificate II in Printing and Graphic Arts (General)  | This qualification develops the basic knowledge and skills used in the printing and graphic arts industry. | Yes | No | No | Yes | | <p>Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace.</p> <p>Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure students meet current industry practices and standards.</p> | <p>Some units of competency require assessment in conditions that are safe and replicate the workplace.</p> <p>Noise levels, production flow, interruptions and time variances must be typical of those experienced in the 'support field' of work; and include access to special purpose tools, equipment and materials.</p> |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| ICP31420 | Certificate III in Prepress Graphic Design Production | This qualification develops the knowledge and skills to design and prepare print layouts and artwork. | Yes | No | No | No | High risk | <p>It is vital that training delivery meets industry practices and requirements, especially the type of software used. Delivery and assessment should be undertaken by an industry-qualified trainer/assessor, to ensure this occurs.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> | <p>Students may need to complete pre-requisite units of competency before undertaking this qualification.</p> <p>Some units of competency require assessment in conditions that are safe and replicate the workplace.</p> <p>Noise levels, production flow, interruptions and time variances must be typical of those experienced in the 'support field' of work and include access to special purpose tools, equipment and materials.</p> |

Property services



For further information on the property services industry, go to fapstc.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---------------------------------------|--|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| CPP20218 | Certificate II in Security Operations | This qualification develops the knowledge and skills to obtain a Security Officer/Crowd Controller's licence from WA Police Licensing. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Industry and WA Police Licensing do not support delivery of this qualification to secondary students.</p> <p>There are a number of compulsory units of competency that have inappropriate content for school-aged students (for example; dealing with intoxicated people, controlling people with empty-handed techniques, and working in liquor licenced venues). Secondary students completing this qualification are unlikely to be employed in the industry.</p> <p>WA Police advises that completing this qualification will not advantage secondary students wishing to enter the police force, and it should not be used as a pathway qualification.</p> | <p>This qualification is the training requirement to gain a Security Officer/ Crowd Controller's licence from WA Police Licensing, and applicants must be at least 18 years of age to obtain a licence.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> |

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| Orange | Not all delivery options are supported or industry has concerns about a delivery option. |
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| Red | NOT supported for delivery to school students. |
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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CPP20121 | Certificate II in Surveying and Spatial Information Services  | This qualification develops basic skills in surveying and spatial information and provides a pathway into further study. | Yes | No | No | No | High risk | <p>Industry's preferred qualification level for secondary students is Certificate II.</p> <p>This qualification should be delivered in a genuine, simulated work environment; or ideally, in conjunction with relevant work placement.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>This is a pathway qualification. There are no direct employment outcomes for this qualification. This qualification provides the foundational knowledge and a pathway to further training in surveying and spatial information which has good employment prospects.</p> | Assessment in a workplace and/or simulated environment is required. |
| CPP30221 | Certificate III in Surveying and Spatial Information Services  | This qualification develops the knowledge and skills to work as a surveying or spatial information services assistant. | Yes | No | No | No | High risk | <p>Delivery is not supported, due to the skill level, experience and maturity required to complete the qualification to an industry standard.</p> <p>Industry recommends CPP20121 <i>Certificate II in Surveying and Spatial Information Services</i>, as this qualification provides the foundational knowledge and a pathway to further training in surveying and spatial information.</p> <p>Employment prospects for students who go onto complete the higher level qualifications in surveying and spatial information are good, particularly upon completion of a diploma level qualification.</p> | Assessment in a workplace and/or simulated environment is required. |
| CPP40121 | Certificate IV in Residential Drafting | This qualification develops the knowledge and skills to support building designers and architects. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard and difficulties in finding relevant work placements with duties and responsibilities aligned to the units of competency within this qualification.</p> <p>There is insufficient time to complete this qualification while at school.</p> <p>Students undertaking this qualification at school are unlikely to be employed in anything but entry level roles, as they generally lack the work and industry experience required.</p> <p>Students should complete a lower-level business qualification in conjunction with other industry qualifications, to enhance employment opportunities and/or progress into further training.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>The core unit of competency requires assessment evidence which demonstrates consistent performance of typical work health and safety duties carried out in the workplace; and access to specified materials, resources and equipment.</p> |

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Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
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| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspiring advice | Further advice | |
| CPP41721 | Certificate IV in Surveying and Spatial Information Services  | This qualification develops the knowledge and skills to work as a surveying technician. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Assessment in a workplace and/or simulated environment is required. Some units of competency require: <ul style="list-style-type: none"> surveying field services to be organised for two different projects in consultation with colleagues; and spatial data for site or building works to be set out for two different projects. |

Public administration

For further information on public administration, go to fapstc.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|------------------------------|--|----------------------------|-------|-----|-----|----------------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspiring advice | Further advice | |
| PSP20116 | Certificate II in Government | This qualification develops introductory knowledge and skills to perform a range of administrative tasks in public service agencies. | Yes | No | No | Yes | N/A – IBT is not supported | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>Delivery is only supported via SBT, as support is available to help transition these students into further traineeship opportunities in the public service. Post-school career opportunities may be limited if students undertake this qualification outside of these arrangements.</p> <p>Please contact the Public Sector Commission for further information.</p> | Assessment in a workplace and/or simulated environment is required. |

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| Green | All delivery options supported subject to industry advice. |
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| Orange | Not all delivery options are supported or industry has concerns about a delivery option. |
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| Red | NOT supported for delivery to school students. |
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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|---|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| CSC20115 | Certificate II in Justice Studies | This qualification develops the knowledge and skills to work in support roles within a correctional environment. | Yes | No | No | No | High risk | <p>This qualification includes a number of elective units of competency that are not suitable for secondary students.</p> <p>Delivery is only supported when the electives include: CSCOFM001 <i>Support offender services</i>; HLTAID009 <i>Provide Cardiopulmonary Resuscitation</i>; HLTAID010 <i>Provide Basic Emergency Life Support</i>; and/or units of competency from training packages that provide a pathway into entry level public sector administrative roles.</p> <p>Many occupations in the corrective services industry involve work of a high risk nature. Secondary students' access to work placements and post qualification employment opportunities will be extremely limited due to age/maturity issues and the high risk nature of the industry.</p> <p>This qualification may provide an introduction to the corrective services industry for students wishing to undertake entry level administrative roles in the public sector or university education in a related field, when suitable elective units of competency are delivered.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>Please contact the Corrective Services Directorate of the Department of Justice on (08) 9264 1600 for further information.</p> | Assessment in a workplace environment and/or simulated environment which replicates normal work practice and conditions is required. |
| LGA20120 | Certificate II in Local Government | This qualification develops the knowledge and skills for customer service/ administration roles within local councils. | Yes | No | No | Yes | High risk | <p>Post-school career opportunities are limited if students do not undertake this qualification via a SBT.</p> <p>No RTOs are currently delivering this qualification in WA.</p> | Assessment in a workplace and/or simulated environment is required. |
| PUA20119 | Certificate II in Public Safety (Aquatic Rescue) | This qualification develops the knowledge and skills to work in marine safety roles such as a lifesaver or life guard. | Yes | No | No | No | | <p>There are no RTOs delivering this qualification in WA.</p> <p>Schools interested in this qualification are advised to contact the Surf Life Saving Association's Training Manager to discuss the opportunity.</p> | Assessment in a workplace and/or simulated environment is required. |
| PSP30116 | Certificate III in Government | This qualification further develops the knowledge and skills for a range of entry level roles in public service agencies. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, as completion will limit employment in a future related traineeship pathway. | |





Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

Resources and process manufacturing





For further information on the resources and process manufacturing industry, go to ritcwa.com.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| RII10115 | Certificate I in Resources and Infrastructure Operations  | This is an introductory qualification designed to raise awareness of the resources and infrastructure industries. | Yes | No | No | No | High risk | This qualification is also available as a SCSA VIS course. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. This is a pathway qualification. There are no direct employment outcomes for this qualification. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| 52845WA | Certificate II in Autonomous Workplace Operations  | This qualification develops the underpinning knowledge and skills to demonstrate necessary awareness of what an autonomous workplace is, how it operates, what unique safety systems are present, how the human-machine interface operates and what, why and how data is used within such workplaces. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. This is a pathway qualification. There are no direct employment outcomes for this qualification. | There are specified trainer requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. Simulated environments must incorporate working with automated equipment or systems. |
| PMB20121 | Certificate II in Polymer Processing  | This qualification develops the knowledge and skills to operate production equipment and undertake support functions to produce polymer products and components. | Yes | No | No | Yes | High risk | Delivery is only supported via SBT, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| MSM20116 | Certificate II in Process Manufacturing  | This qualification develops the knowledge and skills to support production in the chemical, hydrocarbons and refining, plastics, rubber and cable making and manufactured mineral products sectors. | Yes | No | No | Yes | High risk | Delivery is only supported via SBT, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.








Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| PMA20116 | Certificate II in Process Plant Operations  | This qualification develops the knowledge and skills to operate production equipment in the hydrocarbons, petrochemical, chemical, metal/ore processing and related process manufacturing industry sectors. | Yes | No | No | Yes | High risk | Delivery is only supported via SBT, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| RII20120 | Certificate II in Resources and Infrastructure Work Preparation  | This preparatory qualification develops the knowledge and skills to undertake further training in resources and infrastructure. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| RII20520 | Certificate II in Resource Processing  | This qualification develops the knowledge and skills for entry-level roles in a metalliferous processing facility. | Yes | No | No | No | | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| MSL20118 | Certificate II in Sampling and Measurement  | This qualification develops the knowledge and skills to undertake sampling and measurement activities. | Yes | No | No | Yes | High risk | Delivery is only supported via SBT, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Simulated environments must reflect realistic operational workplace conditions that cover all aspects of workplace performance; including the environment, task skills, task and contingency management skills and job role environment skills. |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| RII20220 | Certificate II in Surface Extraction Operations  | This qualification develops entry-level knowledge and skills to work as an operator on mine sites and quarries. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| MSL30118 | Certificate III in Laboratory Skills  | This qualification develops entry-level knowledge and skills in laboratory operations. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. |
| PMB30121 | Certificate III in Polymer Processing  | This qualification is intended for advanced operators who use production equipment to produce polymer products and components. | Yes | No | Yes | No | High risk | Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. SBA is only available in the composites laminating pathway. | Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous to reflect realistic operational workplace conditions. |
| PMA30120 | Certificate III in Process Plant Operations  | This qualification is intended for advanced operators and operations technicians who use production equipment to directly produce products. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| RII30420 | Certificate III in Resource Processing  | This qualification develops the knowledge and skills to work as a production operator in a metalliferous processing facility or a coal preparation and treatment plant. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. Simulated environments must be sufficiently rigorous, to reflect realistic operational workplace conditions. |
| MSL40118 | Certificate IV in Laboratory Techniques  | This qualification develops advanced knowledge and skills in laboratory operations for a variety of industry sectors. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. |
| MSL50118 | Diploma of Laboratory Technology  | This qualification develops the knowledge and skills to supervise and perform advanced laboratory techniques used across most industry sectors. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported due to the skill level and experience required to complete the qualification to an industry standard. This is a supervisory/managerial level qualification. | There are specified assessor requirements relating to industry experience. Assessment in a workplace and/or simulated environment is required. |

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All delivery options supported subject to industry advice.

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Not all delivery options are supported or industry has concerns about a delivery option.

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NOT supported for delivery to school students.

Retail

For further information on the retail industry, go to ldsc.asn.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--------------------------------------|---|----------------------------|-------|-----|-----|-------------------|--|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| SIR10116 | Certificate I in Retail Services | This qualification develops introductory knowledge and skills for work in retail. | Yes | No | No | No | | Delivery should be undertaken by an industry-qualified trainer to ensure students are trained to industry practices and standards. | Assessment in a workplace and/or simulated environment is required. Some units of competency require assessment to include observation of multiple services using specified resources. |
| SIR20116 | Certificate II in Community Pharmacy | This qualification develops the knowledge and skills to work as a pharmacy assistant. | Yes | No | No | Yes | High risk | Industry prefers delivery of this qualification via SBT to ensure students have access to suitably equipped and staffed pharmacy environments. Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. | Assessment in a workplace and/or simulated environment is required. Assessment must include designated front of pharmacy and dispensary areas. Where a simulated environment is used to assess HLTWHS001 <i>Participate in workplace health and safety</i> , it must provide realistic in-depth industry validated scenarios and simulations. Some units of competency require: <ul style="list-style-type: none"> the trainer/assessor to have at least two years' experience in the pharmacy sector where they have applied the skills and knowledge of the unit of competency; and/or assessment to include observation of multiple services using specified resources. |

Green

All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicings advice | Further advice | |
| SFL20115 | Certificate II in Floristry (Assistant) | This qualification develops the knowledge and skills to work as a floristry assistant. | Yes | No | No | Yes | High risk | <p>Industry prefers delivery of this qualification via SBT, to ensure students have access to suitably equipped and staffed florist work environments.</p> <p>Institutional delivery is only supported when delivered by an RTO with an appropriate simulated industry environment, due to the training package requirements.</p> | <p>Assessment in a workplace and/or simulated industry environment operated within an RTO is required.</p> <p>Skills must be demonstrated in:</p> <ul style="list-style-type: none"> a floristry design, preparation and product construction environment with storage facilities for tools and equipment and/or stock control and storage facilities for perishable and non-perishable floristry stock; and/or a floristry customer service environment. <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified florist or have a <i>Statement of Attainment in Floristry</i> which includes the units of competency or equivalent; at least three years' experience where they have applied the skills and knowledge of the unit of competency; and/or assessment to include observation of multiple services using specified resources. |
| SIR20216 | Certificate II in Retail Services | This qualification develops the knowledge and skills to work as a front-line retail assistant. | Yes | No | No | Yes | High risk | <p>Delivery should be undertaken by an industry-qualified trainer to ensure students are trained to industry practices and standards.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment to include observation of multiple services using specified resources.</p> |

Green All delivery options supported subject to industry advice.

Orange Not all delivery options are supported or industry has concerns about a delivery option.

Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|------------------------------|---|----------------------------|-------|-----|-----|----------------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| SFL30115 | Certificate III in Floristry | This qualification develops the knowledge and skills to work as a florist. | Yes | No | No | No | High risk | This qualification is only supported for delivery by an RTO with an appropriate simulated industry environment due to the training package requirements. | <p>Assessment in a workplace and/or simulated industry environment operated within an RTO is required.</p> <p>Skills must be demonstrated in:</p> <ul style="list-style-type: none"> a floristry design, preparation and product construction environment with storage facilities for tools and equipment and/or stock control and storage facilities for perishable and non-perishable floristry stock; and/or a floristry customer service environment. <p>Some units of competency require:</p> <ul style="list-style-type: none"> the trainer/assessor to be a qualified florist or have a <i>Statement of Attainment in Floristry</i> which includes the units of competency or equivalent; at least three years' experience where they have applied the skills and knowledge of the unit of competency; and/or assessment to include observation of multiple services using specified resources. |
| SIR30216 | Certificate III in Retail | This qualification develops the knowledge and skills to supervise and/or lead retail teams. | Yes | No | No | Yes | N/A – IBT is not supported | <p>Delivery is only supported via SBT, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There are likely to be no employment opportunities for students undertaking this qualification outside of these arrangements.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment to include observation of multiple services using specified resources.</p> |

Sport and recreation

For further information on the sport and recreation industry, go to futurenow.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---------------------------------------|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| SIS10115 | Certificate I in Sport and Recreation | This qualification develops introductory knowledge and skills for work in customer contact positions in the sport or community recreation industry. | Yes | No | No | No | | <p>This qualification is also available as a SCSA VIS course.</p> <p>This qualification does not provide any occupational outcomes.</p> | Assessment in a workplace and/or simulated environment is required. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|-------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| SIS20419 | Certificate II in Outdoor Recreation | This preparatory qualification develops the knowledge and skills to assist with the operational logistics and delivery of recreational activities. | Yes | No | No | Yes | | It is recommended students undertake relevant work placements to support qualification completion. Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace. It is strongly recommended that delivery and assessment is undertaken by an industry-qualified trainer/assessor at a leader level, to ensure students meet current industry practices and standards. | Assessment for some units of competency requires access to a venue, facility or location with appropriate equipment and activity that is specific to the sport and recreation industry. |
| SIS20115 | Certificate II in Sport and Recreation | This qualification further develops the knowledge and skills for work in customer contact positions in the sport or community recreation industry. | Yes | No | No | Yes | | This qualification is also available as a SCSA VIS course. | Assessment in a workplace and/or simulated environment is required. |
| SIS20221 | Certificate II in Sport - Developing Athlete | This qualification develops the knowledge and skills to pursue a career as an athlete at a regional, state or territory level in a specific sport in the Australian sport industry. | Yes | No | No | No | | It is anticipated that this qualification will soon be available as an SBT. Students can continue to enrol in SIS20219 <i>Certificate II in Sport — Developing Athlete</i> as an SBT, subject to the usual transition and teach-out arrangements. | Assessment in a workplace and/or simulated environment is required. Assessment for some units of competency requires access to a venue, facility or location with appropriate equipment and activity that is specific to the sport and recreation industry. |
| SIS20321 | Certificate II in Sport Coaching | This qualification develops the knowledge and skills to conduct pre-planned coaching sessions with foundation level participants in a specific sport. | Yes | No | No | No | | This qualification is also available as a SCSA VIS course. | Assessment in a workplace and/or simulated environment is required. |
| SIS31015 | Certificate III in Aquatics and Community Recreation | This qualification develops the knowledge and skills to work as a swimming teacher, pool lifeguard or recreation leader. | Yes | No | No | No | High risk* | *This qualification includes potentially high risk elective groupings. Where these electives are included; all delivery, including auspicings, would be considered high risk. It is strongly recommended that delivery and assessment is conducted in a genuine, simulated work environment and undertaken by an industry-qualified trainer/assessor (for example; teachers delivering pool lifeguard units must undertake the Royal Life Saving Society of WA's pool lifeguard trainer course) to ensure students meet current industry practices and standards. Schools should have access to the necessary infrastructure, equipment, workplace simulated environment and appropriately experienced staff to ensure delivery to an industry standard, with appropriate class ratios and levels of supervision. | Assessment in a workplace and/or simulated environment with access to the specified equipment is required. Some units of competency require assessment activities to be conducted over a range of sessions and participants over an industry-realistic period of time. |

Green

All delivery options supported subject to industry advice.

Orange

Not all delivery options are supported or industry has concerns about a delivery option.

Red

NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-----------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicng advice | Further advice | |
| SIS30321 | Certificate III in Fitness | This qualification develops the knowledge and skills to work as an exercise instructor. | Yes | No | No | No | High risk* | <p>*This qualification includes potentially high risk elective groupings. Where these electives are included; all delivery, including auspicng, would be considered high risk.</p> <p>The use of work placements in the fitness sector is strongly supported. To successfully conduct training and assessment in the workplace, the RTO should provide the learner and workplace supervisor with an agreed, structured learning plan that indicates the purpose of the work placement and minimum requirements for training and assessment in the specified units of competency.</p> <p>Work placements should always involve the appropriate supervision and guidance from workplace supervisors and the RTO trainer and assessor.</p> <p>It is recommended students undertake 30 hours of work placement for this qualification.</p> | <p>Assessment must be undertaken by a person with a <i>Certificate IV in Fitness</i> or above, with at least one year consecutive post-qualification fitness industry experience, where they have applied the skills and knowledge of the Certificate IV.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Some units of competency require assessment activities to be conducted over a range of sessions and participants over an industry-realistic period of time.</p> |
| SIS30619 | Certificate III in Outdoor Leadership | This qualification develops the knowledge and skills to lead and supervise participants in recreational activities. | Yes | No | No | No | High risk* | <p>*This qualification includes high risk activities. Students must have access to reliable communication systems, and assistance from medical and emergency services.</p> <p>Schools should have access to the necessary infrastructure, equipment, workplace simulated environment and participants, and appropriately experienced and qualified industry staff to ensure delivery to an industry standard.</p> <p>Students should undertake relevant work placements to support qualification completion.</p> | <p>Assessment for some units of competency requires access to a venue, facility or location with appropriate equipment, participants and activity that is specific to the sport and recreation industry.</p> |
| SIS30115 | Certificate III in Sport and Recreation | This qualification develops the knowledge and skills to support operational and customer service delivery in sport or community recreation facilities. | Yes | No | No | Yes | High risk* | <p>*Packaging rules allow potentially high risk elective groupings (aquatic units), some of which should be undertaken by an industry-qualified trainer/assessor (for example teachers delivering pool lifeguard units must undertake the Royal Life Saving Society of WA's pool lifeguard trainer course). Where these electives are included; all delivery, including auspicng, would be considered high risk.</p> <p>It is strongly recommended that delivery and assessment is conducted in a genuine, simulated work environment by appropriately experienced and qualified staff to ensure delivery to an industry standard, with appropriate class ratios and levels of supervision.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|-------------------------------------|---|----------------------------|-------|-----|-----|---|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| SIS30421 | Certificate III in Sport - Athlete | This qualification develops the knowledge and skills to pursue a career as an athlete at a regional, state or national level in a specific sport in the Australian sport industry. | Yes | No | No | No | | | Assessment in a workplace and/or simulated environment is required. Assessment for some units of competency requires access to a venue, facility or location with appropriate equipment and activity that is specific to the sport and recreation industry. |
| SIS40221 | Certificate IV in Fitness | This qualification develops the knowledge and skills to work as a personal trainer. | Yes | No | No | No | N/A – Qualification delivery is not supported | This qualification is not suitable for delivery to individuals under 18 years of age, due to the nature of the industry and issues relating to access to adequate insurance. Fitness Australia does not support the delivery of this qualification to secondary students. | Assessment in a workplace and/or simulated environment is required. |
| SIS40421 | Certificate IV in Sport Development | This qualification develops the knowledge and skills to pursue a career in sport development, including implementing and administering community sports programs, liaising with stakeholder groups to increase the profile of the sport, recruiting, fixturing, and scheduling sports events. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard. Components of the qualification include training teachers to deliver sport sessions and leading and managing people which are unsuitable for secondary students. | Assessment in a workplace and/or simulated environment is required. |
| SIS50321 | Diploma of Sport | This qualification develops the knowledge and skills to pursue a range of roles within the Australian sport industry. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, due to: <ul style="list-style-type: none"> • issues relating to the nature of the occupation and students' maturity; • the skill level and experience required to complete the qualification to an industry standard; and • difficulties in finding relevant work placements. There is insufficient time to complete this qualification while at school. Students completing this qualification at school are unlikely to be employed in anything but entry level roles as they generally lack the work and industry experience required to lead or manage teams. Students should complete a lower-level qualification to enhance employment opportunities and/or progress into further training. | Assessment in a workplace and/or simulated environment is required. |


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Red NOT supported for delivery to school students.


Telecommunications

For further information on the telecommunications industry, go to ueea.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| ICT20319 | Certificate II in Telecommunications Technology  | This qualification develops entry-level knowledge and skills to install and operate telecommunications equipment and products. | Yes | No | No | Yes | High risk | <p>The dogging and rigging units of competency are not suitable for secondary students, due to licensing requirements and their high-risk nature.</p> <p>Delivery of this qualification requires specialist skills, equipment and trainers and assessors. Schools should have access to the necessary infrastructure and equipment and appropriately experienced staff to ensure delivery to an industry standard. Schools who have delivered this qualification as part of the <i>Youth Attainment and Transitions</i> funded program are well-positioned to continue delivery. New entrant schools should proceed carefully.</p> <p>Where simulation is used, it must involve realistic and authentic activities; as far as practicable reproduce and replicate real life workplace conditions, facilitate profiling and offer prior opportunity for candidates to have employed self-assessment; and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> | <p>Age restrictions apply to eligibility for licensing associated with dogging and rigging.</p> <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Assessment evidence must demonstrate consistent performance in conditions that are safe and replicate the workplace.</p> <p>Noise levels, production flow, interruptions and time variances should be typical of those experienced in the telecommunications field of work.</p> |

Textiles, clothing and footwear






For further information on the textiles, clothing and footwear industry, go to fftitrainingcouncil.com.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|------------------|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| MST20616 | Certificate II in Applied Fashion Design and Technology  | This qualification develops the basic knowledge and skills to work in the design and production of garments and millinery. | Yes | No | No | No | | <p>Industry recommends this qualification for delivery to secondary students.</p> <p>Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace.</p> <p>Access to quality and relevant work placements in an operating fashion business is strongly recommended.</p> <p>There is a shortage of sample machinists in WA. While employment outcomes in fashion design may be limited, employment opportunities for sewing machinists and alteration specialists are good. This qualification also provides a pathway to further training.</p> | Assessment in a workplace and/or simulated environment is required. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|----------------------------|--|---|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspecting advice | Further advice | |
| MST20419 | Certificate II in Laundry Operations  | This qualification develops the knowledge and skills to work in a commercial laundry. | Yes | No | No | Yes | | Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace. Access to quality and relevant work placements in an operating commercial laundry is strongly recommended. Employment opportunities for this qualification are limited. | Assessment in a workplace and/or simulated environment is required. |
| MST20116 | Certificate II in TCF Production Support  | This qualification develops the knowledge and skills to work as a machine operator to produce textiles, clothing and footwear. | Yes | No | No | No | | Students must have access to industry-current equipment, facilities and training resources so they acquire an understanding of the conditions within the workplace. Access to quality and relevant work placements in an operating textile production business is strongly recommended. There is a shortage of sewing machinists in both industrial production/repairs (for example; canvas work, shade sails) and clothing production/alteration. Employment opportunities for this qualification are likely to be good. | Assessment in a workplace and/or simulated environment is required. |
| MST20519 | Certificate II in TCF Services and Repair  | This qualification develops the knowledge and skills to provide technical services in repair, cleaning, alteration or maintenance of textiles, clothing or footwear. | Yes | No | No | Yes | High risk | There is one SBT stream available — Dry Cleaning Operations. Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. Access to quality and relevant work placements in an operating commercial dry cleaning business is strongly recommended. | Assessment in a workplace and/or simulated environment is required. |
| MST30119 | Certificate III in Clothing and Textile Production  | This qualification develops the knowledge and skills to work as a supervisor or specialised operator in textiles and clothing production. | Yes | No | No | No | High risk | Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement. Access to quality and relevant work placements in an operating textile production business is strongly recommended. Industry recommends MST20116 <i>Certificate II in TCF Production Support</i> as an alternative, as it is a broad-based qualification, with provision for specific occupational skills. | Assessment in a workplace and/or simulated environment is required. |
| MST30220 | Certificate III in Manufactured Textile Products  | This qualification develops the knowledge and skills to support the design, development, production and supply of fabricated textile products. | Yes | No | Yes | No | N/A – IBT is not supported | Delivery is only supported via SBA, as the level of knowledge and skills required by industry generally cannot be achieved through institutional training. Employment opportunities for this occupation are good and exist in a range of jobs related to the manufacture of specialised textile products such as canvas, automotive and sail trimming and manufacture. | Assessment in a workplace and/or simulated environment is required. |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|---|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| MST40519 | Certificate IV in Applied Fashion Design and Merchandising | This qualification develops the knowledge and skills to work as an assistant designer, merchandising assistant, patternmaker or specialised sewing machinist. | Yes | No | No | No | N/A – Qualification delivery is not supported | <p>Delivery is not supported, due to the skill level and experience required to complete the qualification to an industry standard.</p> <p>There may be insufficient time to complete this qualification while at school.</p> <p>Industry recommends MST20616 <i>Certificate II in Applied Fashion Design and Technology</i> as an alternative, as there is a large demand for sewing machinists. Employment outcomes for fashion designers are limited in comparison with the demand for sewing machinists.</p> | Assessment in a workplace and/or simulated environment is required. |

Theology

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|----------------|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicings advice | Further advice | |
| 11011NAT | Certificate III in Catholic Youth Ministry and Leadership | This qualification develops the knowledge and skills for individuals to grow in Catholic Youth Ministry and leadership. | Yes | No | No | No | | | |
| 10741NAT | Certificate III in Christian Ministry and Theology | This qualification develops the knowledge and skills to serve in church groups and other ministry contexts within a broad range of defined roles and provides a pathway to further training. | Yes | No | No | No | | | |
| 10742NAT | Certificate IV in Christian Ministry and Theology | This qualification develops the knowledge and skills to perform a range of functions in a Christian ministry context including identifying, interpreting and providing information relating to basic Christian beliefs. | Yes | No | No | No | | | |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|----------------------------|---|----------------------------|-------|-----|-----|-------------------|----------------|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| 10647NAT | Certificate IV in Ministry | This qualification develops the knowledge and skills to perform a range of functions in a Christian ministry context including identifying, interpreting and providing information relating to basic Christian beliefs. | Yes | No | No | No | | | |

Timber


For further information on the timber industry, go to fftitrainingcouncil.com.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|--|----------------------------|-------|-----|-----|-------------------|--|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| FWP20121 | Certificate II in Forest Operations  | This qualification develops the knowledge and skills to work in arboriculture, farms, forestry, nurseries, plantations and silviculture. | Yes | No | No | No | High risk | <p>It is anticipated that this qualification will soon be available as an SBT. Students can continue to enrol in FWP20116 <i>Certificate II in Forest Growing and Management</i> as an SBT, subject to the usual transition and teach-out arrangements.</p> <p>It is recommended that delivery is undertaken by experienced trainers with current knowledge and skills, due to the high risk nature of the occupation.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>The employment opportunities for this qualification are good mostly in regional areas.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must ensure access to specific resources.</p> |
| FWP20316 | Certificate II in Sawmilling and Processing  | This qualification develops the knowledge and skills to work as a timber worker in sawmilling and forest product processing. | Yes | No | No | Yes | High risk | <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>Employment opportunities exist but are largely limited to the regions.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must ensure access to specific resources.</p> |
| FWP20516 | Certificate II in Timber Manufactured Products  | This qualification develops knowledge and skills to manufacture timber products. | Yes | No | No | No | High risk | <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspecting arrangement.</p> <p>Employment opportunities in this sector are limited but skills are applicable to a range of occupations.</p> | <p>Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required.</p> <p>Assessment must ensure access to specific resources.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|---|----------------------------|-------|-----|-----|------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspiring advice | Further advice | |
| FWP31021 | Certificate III in Saw Technology  | This qualification develops the knowledge and skills to undertake the role of a saw technician to maintain and align saw blades, knives and guides for timber sawmilling machines and other applications. | No | No | No | No | N/A | It is anticipated that this qualification will soon be available as an SBA. No RTOs are currently delivering this qualification in WA. | Assessment in a workplace and/or simulated environment that accurately reflects performance in a real workplace setting is required. Assessment must ensure access to specific resources. |

Transport and logistics



For further information on the transport and logistics industry, go to ldsc.asn.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|----------------------------|---|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspiring advice | Further advice | |
| TLI11321 | Certificate I in Supply Chain Operations | This qualification develops entry-level knowledge and skills for work in supply chain operations. | Yes | No | No | No | | Industry recommends this qualification for delivery to secondary students. | Assessment in a workplace and/or simulated environment is required. |
| TLI21221 | Certificate II in Driving Operations  | This qualification develops the knowledge and skills to undertake driving operation roles within the transport and logistics industry. | Yes | No | No | No | N/A – IBT is not supported | It is anticipated that this qualification will soon be available as an SBT. Delivery is only supported via SBT and when students are 17 years of age, hold a driver's licence and employed performing tasks as a commercial driver. | Individuals must hold a driver's licence. Successful achievement of the licensing units within this qualification must align with state/territory regulatory licensing and regulatory requirements applicable to driving. Assessment in a workplace and/or simulated environment is required. |
| TLI22421 | Certificate II in Furniture Removal | This qualification develops the knowledge and skills to undertake furniture removal roles. | Yes | No | No | No | N/A – IBT is not supported | It is anticipated that this qualification will soon be available as an SBT Delivery is only supported via SBT, as the level of knowledge and skills required by industry are not adequately achieved through institutional training. | Students may need to meet minimum age requirements to undertake units of competency aligned to, or requiring, high risk work licences or vehicle licences. Assessment in a workplace and/or simulated environment is required. |
| TLI27121 | Certificate II in Rail Infrastructure  | This qualification develops general knowledge and skills to undertake entry-level work within a rail infrastructure environment. | Yes | No | No | No | N/A – IBT is not supported | It is anticipated that this qualification will soon be available as an SBT Delivery is only supported via SBT, due to access restrictions set by the National Rail Safety Regulator. | An industry approved RTO can only deliver this qualification via a SBT to students under 18 years of age if the unit of competency TLI0020 <i>Safely access rail corridor</i> is completed. Assessment in a workplace and/or simulated environment is required. |

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Red NOT supported for delivery to school students.

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|---|---|---|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspecting advice | Further advice | |
| TLI20221 | Certificate II in Road Transport Terminal Operations  | This qualification develops the knowledge and skills to work in a road transport terminal operations environment. | Yes | No | No | No | N/A – IBT is not supported | It is anticipated that this qualification will soon be available as an SBT Delivery is only supported via SBT, as delivery should be undertaken concurrently with work placements in a transport and logistics setting. | Students may need to meet minimum age requirements to undertake units of competency aligned to, or requiring, high risk work licences or vehicle licences. Some units of competency require assessment in workplace operational settings or in workplace operational situations that replicate workplace conditions. |
| TLI20321 | Certificate II in Stevedoring  | This qualification develops the knowledge and skills to undertake operational roles within a stevedoring environment. | Yes | No | No | No | N/A – IBT is not supported | It is anticipated that this qualification will soon be available as an SBT. Delivery is only supported via SBT. Due to safety restrictions on the ports, the SBT is more suitable for delivery in regional ports. | Students under 18 years of age must be supervised at all times, participate in general duties and are always the extra in the gang. A number of tickets or licences for elective units of competency; for example the <i>High Risk work licence</i> and <i>Heavy Rigid and Combination Vehicle licence</i> , are not attainable for students under 18 years of age. The <i>Safe Work Australia Code of Practice: Managing risk in stevedoring</i> states that new starters or others with special needs may require more direct supervision and ongoing instructions until they can demonstrate they have the skills to perform the work safely. Assessment in a workplace and/or simulated environment is required. |
| TLI20421 | Certificate II in Supply Chain Operations | This qualification develops entry level knowledge and skills for work in supply chain and warehousing roles. | Yes | No | No | No | High risk | It is anticipated that this qualification will soon be available as an SBT. Industry recommends delivery via SBT, to ensure students access quality and relevant work placements within the transport and logistics industry. | Students may need to meet minimum age requirements to undertake units of competency aligned to, or requiring, high risk work licences or vehicle licences. Assessment in a workplace and/or simulated environment is required. |
| TLI30321 | Certificate III in Supply Chain Operations | This is a qualification for those engaged in supply chain operations and includes specialisations for logistics and warehousing operations. | Yes | No | No | No | N/A – Qualification delivery is not supported | Delivery is not supported, as the level of knowledge and skills required to complete the qualification to an industry standard cannot be achieved through institutional delivery. Industry recommends TLI20421 <i>Certificate II in Supply Chain Operations</i> as an alternative. | Students may need to meet minimum age requirements to undertake units of competency aligned to, or requiring, high risk work licences or vehicle licences. Assessment in a workplace and/or simulated environment is required. |


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Utilities

For further information on the utilities industry, go to ueea.org.au

| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|--|--|----------------------------|-------|-----|-----|------------------|--|--|
| Code | Title | Outline | IBT | PATIS | SBA | SBT | Auspicing advice | Further advice | |
| NWP20119 | Certificate II in Water Industry Operations  | This qualification develops introductory knowledge and skills in water operations and provides for specialisation in networks, source, irrigation and treatment. | Yes | No | No | Yes | High risk | <p>The following units of competency cannot be delivered to students undertaking the school-based traineeship.</p> <ul style="list-style-type: none"> • CPCCDE3014 <i>Remove non-friable asbestos</i> • MSMWHS216 <i>Operate breathing apparatus</i> • NWPCAD018 <i>Monitor and operate bulkwater transfer systems</i> • NWPGEN027 <i>Monitor and operate pump stations</i> • NWPNET020 <i>Control electrical risk on metallic pipes</i> • NWPNET049 <i>Construct and install water distribution assets</i> • NWPTRT005 <i>Monitor and operate water treatment processes</i> • NWPTRT006 <i>Monitor and operate fluoride addition processes</i> • NWPTRT007 <i>Monitor and operate liquefied chlorine gas disinfection processes</i> • NWPTRT022 <i>Monitor and operate hypochlorite disinfection processes</i> • NWPTRT023 <i>Monitor and operate ultraviolet processes</i> • NWPTRT025 <i>Monitor and operate chlorine dioxide processes</i> • NWPTRT026 <i>Monitor and operate ozone processes</i> • NWPTRT027 <i>Monitor and operate wastewater treatment processes</i> • RIIWHS202E <i>Enter and work in confined spaces</i> • RIIWHS302E <i>Implement traffic management plans</i> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> <p>Schools are generally unlikely to meet the workplace/simulated environment, resource and/or trainer/assessor requirements under an auspicing arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities; and as far as practicable, reproduce and replicate real life workplace conditions.</p> |

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| QUALIFICATION | | | AVAILABLE DELIVERY OPTIONS | | | | INDUSTRY ADVICE | | TRAINING PACKAGE/ACCREDITED COURSE AND REGULATORY/ LICENSING REQUIREMENTS TO NOTE |
|---------------|---|---|----------------------------|-------|-----|-----|-------------------|---|--|
| Code | Title | Outline | IBT | PATiS | SBA | SBT | Auspicings advice | Further advice | |
| UEG30121 | Certificate III in Gas Supply Industry Operations | This qualification develops the knowledge and skills to conduct gas supply industry activities including installation, maintenance, fault finding and repair, and operation of distribution and transmission gas pipelines, cylinders and associated equipment. | Yes | No | No | No | High risk | <p>It is anticipated that this qualification will soon be available as an SBA.</p> <p>Extreme caution should be exercised when selecting potential students. Training delivery will need careful negotiation with the RTO and employer, as some electives require students to drive or operate vehicles and equipment requiring a licence.</p> <p>Delivery and assessment should be undertaken by an industry (or trade) qualified trainer/assessor, to ensure students are trained in current industry practices and standards.</p> <p>Safety in the workplace is considered paramount.</p> <p>Where simulation is used, it must facilitate profiling and offer prior opportunity for candidates to have employed self-assessment and participate in briefing and debriefing sessions. The effectiveness of the various forms of simulation needs to be regularly assessed. This should include testing the validity and reliability of the simulation event in the way that an assessment is tested.</p> <p>Schools are generally unlikely to meet the workplace/ simulated environment, resource and/or trainer/assessor requirements under an auspicings arrangement.</p> | <p>Assessment in a workplace and/or simulated environment is required.</p> <p>Where simulation is used, it must involve realistic and authentic activities; and as far as practicable, reproduce and replicate real life workplace conditions.</p> |

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